The Bachelor Programme in Psychology 2011 – programme curriculum
Valid from 1 September 2018
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</tbody>
</table>
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 and 27 March 2017.

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 with prerequisites for participating in the exam and exam regulations for elective courses. psychology grade point average of 6.0 has been added as an admission requirement and the learning outcomes for work- and organizational psychology have been amended. This revised Programme Curriculum was approved by Dean Troels Østergaard Sørensen on 25 May 2018 and applies to all students covered by this Programme Curriculum on 1 September 2018.

1.2 Interim arrangement
- From 1 September 2015 Legislation and Ethics will no longer be taught in the bachelor programme in Psychology. It is possible to sit the exam in winter 2015.
- Students who have passed the exam in Research Design and Philosophy of Science (5 ECTS) but NOT Legislation and ethics (5 ECTS), can apply for approval by the study board to exchange Research Design and Philosophy of Science (5 ECTS) to Research Design and Philosophy of Science (7,5 ECTS) and Legislation and ethics (5 ECTS) with Communication training (2,5 ECTS).
- Students who have passed both Research Design and Philosophy of Science AND Legislation and Ethics will graduate without any changes to their programme.
- Students who have passed Legislation and Ethics (5 ECTS) must take Research Design and Philosophy of Science (5 ECTS) as part of their programme.

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.
  o cast light on cases involving individuals, groups and organisations
  o establish and maintain contact with clients who need psychological knowledge
  o develop and implement projects to create better conditions for children, young people, adults and senior citizens
  o participate in psychological development projects, e.g. in rehabilitation and unemployment
  o 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.

3.2.2 Cognitive and skills-related verbs used in the descriptions of objectives

The objectives for learning outcomes on the bachelor programme in psychology describe what the students ought to be able to do with their knowledge and skills, and form the basis for assessing the extent to which the desired outcome has been achieved.

A taxonomy of cognitive and skills-related verbs is used for setting goals that reflect students’ expected learning outcomes. It combines the SOLO (Structure of the Observed Learning Outcome) taxonomy’s cognitively oriented verbs with a range of skills-oriented verbs and relates to the part of the Danish Qualifications Framework for lifelong learning that indicates knowledge, skill and competency levels for university bachelor and master’s programmes in Denmark.

The taxonomy (Table 1) consists of three levels. Level 1 is the lowest/most simple and Level 3 the highest/most complex. Individual course elements as a whole are not placed on one single level, but can contain aspects of all three levels, depending on whether it is a bachelor or master’s course and its position in the overall programme. Levels 1 and 2 (the most simple and intermediate) are used primarily in the bachelor’s programme, while levels 2 and 3 (intermediate and most complex, respectively) are primarily used in the master’s programme. This does not mean that Level 3 cannot be used to describe objectives at bachelor level, just that the main emphasis in the bachelor programme will be on objectives at levels 1 and
2 (see the qualifications framework). Objectives at level 3 will be used to a limited extent, and at a late stage in the bachelor programme (e.g. the bachelor project).

The three levels of cognitive and skills-based verbs (Table 1) express succinctly the following student competencies:

**Level 1:** Students will be able to recognise what they have learned, and can reproduce/describe acquired knowledge in different ways – e.g. the basic features of a psychological target area or essential features of a psychological problem – by using relevant theory, methods and empirical data.

In practice, students will be able to perform or participate in the application of simple, defined/managed procedures, assignments or academically based methods and forms of practice.

**Level 2:** For example, they will be able to account for a psychological subject area or problem and analyse the subject or problem-related interrelationship between relevant theories, methods and empirical data. For example, they will be able to account for a psychological target area or problem and analyse the subject or problem-related interrelationship between relevant theories, methods and empirical data.

In practice and under supervision, students will be able to perform and apply slightly more complex procedures, assignments or academically justified methods and forms of practices in relation to tangible problems, than at Level 1.

**Level 3:** Students will be able relate to and discuss a wide range of information/opinions, assess their significance, interpret and reflect on complex results, justify the choice of theory, method, etc. For example, they will be able to analyse a psychological target area using its theories, methods and empirical data in order to identify a problem or issue and discuss the solution in a coherent series of statements that leads from an initial premise to a conclusion.

In practice and under supervision, students will be also able to perform and apply complex procedures, assignments or academically justified methods and forms of practices in relation to tangible problems. Under supervision, they will be able to self-correct their errors in practice.
### Table 1. Taxonomy with examples of cognitive and skills-related verbs in the formulation of objectives for learning outcomes

<table>
<thead>
<tr>
<th>Level</th>
<th>Verbs</th>
<th>Example descriptions “...” indicates where to insert the programme-specific verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. the most</td>
<td>[ ] Simple</td>
<td></td>
</tr>
<tr>
<td>Mention/identify</td>
<td>Give the name(s)/term(s) for “...”</td>
<td></td>
</tr>
<tr>
<td>Outline</td>
<td>Make an outline (non-exact reproduction) of “...”</td>
<td></td>
</tr>
<tr>
<td>Draw</td>
<td>Make an accurate drawing that shows “...”</td>
<td></td>
</tr>
<tr>
<td>Describe</td>
<td>Systematically reproduce the basic information about “...”</td>
<td></td>
</tr>
<tr>
<td>Calculate/estimate</td>
<td>Calculate “...” based on the numbers/information provided</td>
<td></td>
</tr>
<tr>
<td>Define</td>
<td>Describe what is characteristic of and delineates “...”</td>
<td></td>
</tr>
<tr>
<td>Perform – simple</td>
<td>Perform “...” (simple defined/managed procedures, assignments, etc.)/participate in assignments, etc.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Classify</td>
<td>Subdivide “...” into categories or classes according to common characteristics</td>
</tr>
<tr>
<td>Compare</td>
<td>Describe the differences and similarities between “...” and “...”</td>
<td></td>
</tr>
<tr>
<td>Analyse</td>
<td>Break down/divide up “...” into its constituent parts and describe them and their interrelationships</td>
<td></td>
</tr>
<tr>
<td>Explain/account for</td>
<td>Describe and justify the factual and logical inter-relationships between “...” and “...”</td>
<td></td>
</tr>
<tr>
<td>Search/collate</td>
<td>Search/collate knowledge information about “...”</td>
<td></td>
</tr>
<tr>
<td>Communicate</td>
<td>Disseminate knowledge/information about “...” to “...”</td>
<td></td>
</tr>
<tr>
<td>Apply</td>
<td>Apply concepts, theories, knowledge to/in practical/real problems</td>
<td></td>
</tr>
<tr>
<td>Generate synthesis</td>
<td>Form a whole from the components of “...” and be able to describe them and their mutual relationship</td>
<td></td>
</tr>
<tr>
<td>Perform – intermediate</td>
<td>Perform “...” (procedures, assignments, plan, etc., under supervision)</td>
<td></td>
</tr>
<tr>
<td>3. the most</td>
<td>Complex</td>
<td></td>
</tr>
<tr>
<td>Discuss</td>
<td>Put forward different points of view on “...”, e.g. for and against theoretical positions, etc.</td>
<td></td>
</tr>
<tr>
<td>Evaluate/decide</td>
<td>Weigh the alternatives in relation to “...” and make a reasoned response</td>
<td></td>
</tr>
<tr>
<td>Interpret</td>
<td>Explain and make understandable “...”, e.g. results</td>
<td></td>
</tr>
<tr>
<td>Reflect</td>
<td>Think about an issue and write about or explain the considerations to which this gave rise</td>
<td></td>
</tr>
<tr>
<td>Self-correct</td>
<td>Evaluate and correct own practice errors/mistaken conclusions in relation to..</td>
<td></td>
</tr>
<tr>
<td>Express criticism</td>
<td>Present a reasoned critique of “...” based on “...”</td>
<td></td>
</tr>
<tr>
<td>Assume responsibility</td>
<td>Assume responsibility for “...”, e.g. own learning, assignments, etc.</td>
<td></td>
</tr>
<tr>
<td>Theorise</td>
<td>Formulate a general rule or theory on the basis of “...”</td>
<td></td>
</tr>
<tr>
<td>Perform – complex</td>
<td>Perform “...” (complex procedures, assignments, plan, etc. under supervision)</td>
<td></td>
</tr>
</tbody>
</table>
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/ (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/](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>
</tr>
</thead>
<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>
</tr>
<tr>
<td>Statistics 1</td>
<td>Statistics 2</td>
<td></td>
<td>Psychiatry</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Communication training</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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
<table>
<thead>
<tr>
<th>Course</th>
<th>ECTS credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Psychology</td>
<td>20</td>
</tr>
<tr>
<td>Personality Psychology</td>
<td>20</td>
</tr>
<tr>
<td>Cognitive Psychology</td>
<td>20</td>
</tr>
<tr>
<td>Developmental Psychology</td>
<td>20</td>
</tr>
<tr>
<td>Educational Psychology</td>
<td>10</td>
</tr>
<tr>
<td>Work and Organisational Psychology</td>
<td>10</td>
</tr>
<tr>
<td>Clinical Psychology</td>
<td>15</td>
</tr>
<tr>
<td>Bachelor project</td>
<td>20</td>
</tr>
</tbody>
</table>

**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
- Educational Psychology 10 ECTS credits
- Developmental Psychology theory and methods 20 ECTS credits
- Work- and organisational Psychology 10 ECTS credits
- Clinical Psychology 15 ECTS credits
- Bachelor project 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/.
6 Course catalogue

6.1 Social Psychology theory and methods.................................................................16
6.2 Philosophy of Science and History of Psychology .................................................18
6.3 Statistics 1..............................................................................................................20
6.4 Personality Psychology theory and methods.........................................................22
6.5 Biological Psychology and Neuropsychology.......................................................24
6.6 Statistics 2..............................................................................................................25
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6.15 Elective subject....................................................................................................42
6.16 Legislation and Ethics .........................................................................................45
6.17 Bachelor project..................................................................................................46
6.18 Communication training......................................................................................48
6.19 Social Psychological Theory...............................................................................50
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.

Objectives for learning outcomes
By the end of the module, students are able to explain and apply social-psychology theory and methodology in an analytical manner in relation to key concepts and problems in social psychology. They are also able to relate analytically and in a self-correcting manner to social-psychology methodology and empirical data. Students are able to:

- Account for and apply selected social-psychology concepts, theories and empirical data relevant to illustrating a given problem
- Analyse key similarities and differences between the concepts, theories and empirical data studied in relation to certain social-psychology themes and problems.

Sub-objectives for the work with empirical methodology in social psychology
- To apply methods used in social psychology and analyse their capabilities and limitations in relation to the given problem (object)
- To assess and self-correct their own methodological and empirical work in light of the principles prescribed for the method, the uniqueness of the object and ethical frameworks.
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.

**Objectives for learning outcomes**

On successful completion of the module, students will be able to:

- **Identify and account** for the fundamental theoretical assumptions of a given theory, and **analyse** any implicit philosophy of science assumptions (in relation to, e.g. data, empirical evidence, theory, operationalisation, methodology)
- **Analyse** a psychological theory, place it in a historical context and relate the points of view covered by the theory to overarching dichotomies such as nature-nurture, freedom-determination and rationalism-empiricism
- **Account** in an objective manner for a theory and **analyse** its strengths and weaknesses.

**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.

Objectives for learning outcomes
On successful completion of the module, students will be able to:

- **Perform** simple statistical surveys. **Assess and describe** statistical results and translate the conclusions into lay terms
- **Account for** the statistical results in scientific articles and be able to relate **analytically** to the choice of methodology.

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.

Objectives for learning outcomes
By the end of the module, students are able to account for and apply general personality-psychology theory and methodology in an analytical manner in relation to key concepts and problems in personality psychology. They are also able to relate analytically and in a self-correcting manner to personality psychology methodology and empirical data, and to:

- Account for and apply selected personality psychology theories, concepts and empirical data relevant to illustrating a given problem.
- Analyse the theories used and their methodology, capabilities and limitations.

Sub-objectives for the work with empirical methodology in personality psychology:
- To apply methods used in personality psychology and analyse their capabilities and limitations in relation to the given problem (object)
- To assess and self-correct their own methodological and empirical work in light of the prescribed method, the uniqueness of the object and the ethical frameworks.

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.

**Objectives for learning outcomes**

On successful completion of the module, students will be able to:

- **Identify and account for** the concepts, methods, and empirical findings in biological psychology and neuropsychology.

**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.
Subject element no. 6

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.

Objectives for learning outcomes
On successful completion of the module, students will be able to:

- **Perform** statistical surveys. **Assess and describe** results of statistical studies and their assumptions. **Draw conclusions about unknown entities and parameters relating to the population**
- **Describe** scientific problems as statistical problems. **Apply** appropriate statistical methods to solve those problems. **Interpret** the results and **communicate** statistical conclusions in lay terms.
- **Account for** the statistical results in scientific articles and relate **analytically** to the choice of methodology and the conclusions drawn on the basis of the statistical material.
- **Perform** statistical analysis using a statistical program, e.g. SPSS.

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).
o 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.
Subject element no.7

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 are 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.

Objectives for learning outcomes
By the end of the module, students are able to account for and apply general cognition-psychology theory and methodology in an analytical manner in relation to key concepts and problems in cognition psychology. They are able to relate analytically and in a self-correcting manner to cognition-psychology methodology and empirical data, and also to:

- **Account for and apply** selected cognitive-psychology theories, concepts and empirical studies at the final oral exam
- **Analyse** the theories used and their methodology, advantages and limitations
- **Identify** key elements of selected cognitive psychology research articles.

Sub-objectives for the work with empirical methodology in cognitive psychology:

- **Perform** cognitive-psychology experiments and studies using cognitive-psychology methods and analyse their capabilities and limitations in relation to cognitive-psychology theories.
- **To assess and self-correct** their own methodological and empirical work in light of the prescribed method, the uniqueness of the object and the ethical frameworks.

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 classes: 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.

Objectives for learning outcomes
By the end of the module, students are able to account for and apply general educational psychology theory and methodology in an analytical manner in relation to specific intervention problems in a particular practical context. They are also able to relate analytically to educational-psychology methodology and empirical data, and to:

- Identify key topics related to educational-psychology problems
- Account for and select educational-psychology theories, concepts and methods of intervention relevant to the written take-home assignment on a specific theme, including key similarities and differences between the concepts, theories and empirical data covered
- Analyse the theories used and their methodology, capabilities and limitations in relation to the problem.

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.

Objectives for learning outcomes
On successful completion of the module, students will be able to account for and apply developmental-psychology theory and methodology in an analytical manner to problems in this subject area (i.e. assignments related to children and young people), and relate in an analytical and self-correcting manner to their own empirical methodological work.

- Define and formulate a problem on a given developmental-psychology theme
- Account for development conditions and work that is important for children and/or adolescents in the light of the problem chosen
- Account for and use selected developmental-psychology theories, concepts and empirical studies that shed scientific light on both the written take-home assignment on a specific theme and the chosen problem
- Analyse the theories and methods used and their capabilities and limitations in relation to illustrating the problem.

Sub-objectives for the work with empirical methodology in developmental psychology

- To apply methods used in developmental psychology in specific empirical contexts and analyse their capabilities and limitations in relation to the given problem (object).
- To assess and self-correct their own methodological and empirical work in light of the prescribed method, the uniqueness of the object and the ethical frameworks.
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 pages. (pass/fail, internal assessment).
  - 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.

Objectives for learning outcomes
On successful completion of the module, students will be able to account for and apply work and organisational psychology theory and methodology in an analytical manner to problems in this subject area, and relate in an analytical manner to intervention proposals. They will also be able to:

- Identify key concepts in specific work and organisational-psychology problems
- Select and account for work and organisational-psychology concepts, theories and empirical data relevant to illustrating a given problem
- Account for key similarities and differences between the concepts, theories and empirical data covered
- Analyse possible causes and effects in work and organisational-psychology problems from a theoretical and research perspective
- Relate to and apply relevant work and organisational-psychology intervention theories, including consideration of preventative measures in connection with the problems described
- Analyse and evaluate strengths and weaknesses of work and organisational-psychology interventions and preventative 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.

**Objectives for learning outcomes**
By the end of the module, students are able to **account for, apply and analyse** general clinical-psychology theory and methodology, and its ways of working in relation to specific clinical problems. They will also be able to:

- **Identify** key elements of given clinical-psychology problems
- **Account for** and select theories, methods and ways of working in relation to the problems, including accounting for key similarities and differences between the concepts, theories and empirical data covered
- **Analyse** and **evaluate** the capabilities and limitations of the theories, methods and ways of working used in relation to the problems.

**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 poststructuralism, 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.

Objectives for learning outcomes
On successful completion of the module, students will be able to:

- Identify and account for fundamental differentiations between types of problems in the philosophy of science, sociology of knowledge and history of science
- Work analytically and systematically on an independent/self-chosen research design that is drawn up progressively.
- Perform a systematic review.

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.

Objectives for learning outcomes
On successful completion of the module, students will be able to:

- **Account for** the basic features of psychiatric practice in relation to a specific practice
- **Identify, describe and analyse** key elements of psychiatric diagnosis and treatment.

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.

Objectives for learning outcomes
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 outcomes 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**: Pass/Fail
- **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. 14 pages for one student, 21 pages for two students and 24 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 on the basis of the research project in question.
- **GRADING**: Internal exam.
- **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 projekt. -> 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](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. 16

6.16 Legislation and Ethics
- Lovgivning og etik

5 ECTS credits

Purpose and content
The subject element’s core areas are the legal basis for and ethics of psychological practice. The subject element presents and discusses key themes. These are: legal, administrative and ethical issues related to psychological practice, psychologists’ formal and legal rights and obligations, and fundamental ethical theories and problems.

Objectives for learning outcomes
On successful completion of the module, students will be able to:

- Account for governance issues and legal and ethical conditions relevant to practice in psychology
- Identify and account for working relationships with partners in the public and private sectors that involve legal practice and/or ethical issues
- Identify and account for ethical and legal problems associated with professional psychology practice and explain ethical principles on the basis of case studies.

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 subject is studied through various learning activities, including discussions and case-based lectures. The recommended literature is stipulated in the lecture plan.

Syllabus
500 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 four hours to complete the exam.
- EXAM AIDS: Students may use written exam aids (see the Programme pages on KUnet).
Subject element no. 17

6.17 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.

Objectives for learning outcomes
On successful completion of the module, students will be able to:

- **Delineate** a subject area and **formulate** a problem
- **Perform** relevant literature searches
- **Describe and analyse** the problem’s psychological phenomena, including the ability to **apply** relevant theory and empirical literature. Students can use their own data.
- **Account for, analyse and discuss** the formulated thesis so that it represents a well-argued presentation from problem to conclusion, and answers the questions posed.
- **Evaluate** the strengths and weaknesses of the theory and empirical data selected to illustrate the problem, and **critically reflect** on the use of material in the assignment.

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
Subject element no. 18

6.18 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.

Objectives for learning outcomes
Through participation in the different activities of the module, the student will demonstrate an understanding of the basic traits, phases and processes of the professional conversation as well as progressive conversational skills. On successful completion of the module, students will be able to:

- Account for the psychologist’s role(s) in the professional conversation
- Account for phases, sequence and processes in the professional conversation
- Conduct a professional interview
- Reflect on their own role in the professional conversation and self-correct behaviour and technique on the basis of reflection
- Analyse other people’s professional conversations on the basis of observation
- Give professional feedback on others’ interview techniques.

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.
Subject element nr. 19

6.19 Social Psychological Theory
Socialpsykologi teori

15 ECTS credits

Content
The course introduces the students to the subject field of social psychology where the central attention is the relationship between the individual and the society. In answering the question of social integration, the course deals with two different overarching approaches: The psychological social psychology where the individual is the main focus, and sociological social psychology where it is the society. Based on group work, student and teacher presentations, we explore older and contemporary social psychological theories focusing on concepts such as individualisation processes, groups, attitudes, roles etc. In applying the theories, topics such as family, youth, integration, identity, culture and ethnicity are discussed.

Learning outcome
The student must be able to:

- Coherently **describe** selected social psychological concepts, theories and empirical material.
- Underline main equalities and differences between the treated concepts, theories and empirical material.
- **Account for** causes and effects of these equalities and differences.
- **Select and balance** theories, concepts and empirical material which is especially relevant in the clarification of a given problem area.
- **Describe** strengths and weaknesses concerning the treated concepts, theories and empirical material, in order to clarify certain themes and problem areas within social psychology.

Syllabus
1200 pages compulsory literature.

Exam regulations

- Form of examination: 72-hours- exam.
- Form of evaluation: Internal exam
- Form of grading: 7-point grading scale
- Group exam regulations: The exam can only be taken individually.
- Exam extent: The length of the paper is maximum 10 pages

Prerequisite for participation
Only available for credit, exchange and international students.