The Master’s Programme in Psychology
The 2010 Curriculum

Department of Psychology
Faculty of Social Sciences
University of Copenhagen

On successful completion of the programme, graduates are entitled to use the title cand.psych.
(candidatus/candidata psychologiae)
(MSc i Psykologi)
English version: Master of Science in Psychology.

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1. Preamble........................................ ................................................... ................................................ 5
2. The programme’s objectives, competence profile, etc. ................................................................. 5
  2.1 Objectives........................................ ................................................... ................................................ 5
  2.2 Competence profile .................................................................................. 6
  2.3. Prescribed period of study ........................................................................ 6
  2.3.1 Requirements for study activity ............................................................ 7
  2.4 Admission requirements ........................................................................... 7
3. The content and academic profile of the programme ................................................................. 7
  3.1 The overall content of the programme ........................................................................ 7
  3.2 Modules ................................................................................................. 7
  3.3 The overall didactic and pedagogical basis for the programme................................. 8
    3.4 Cognitive and skill-related verbs used in the descriptions of objectives .......... 9
  3.5 Academic internship ................................................................................ 13
  3.6 Study trips abroad ................................................................................... 13
  3.7 Thesis .................................................................................................. 13
  3.8 Options for specialisation ......................................................................... 13
4. Exams............................................................................................................ 13
  4.1 General information about exams ..................................................................... 14
    4.1.1 Registration and withdrawal ............................................................... 14
    4.1.2 Make-up exams/resits ......................................................................... 14
    4.1.3 Assessment ....................................................................................... 14
    4.1.4 The exam language ............................................................................ 15
    4.1.5 Exam attempts .................................................................................. 15
    4.1.6 Special exam conditions .................................................................. 15
    4.1.7 Syllabus ......................................................................................... 15
    4.1.8 Exam aids ...................................................................................... 16
  4.2 Written exam .......................................................................................... 16
  4.3 Oral exam .............................................................................................. 16
  4.4. Written assignments ............................................................................. 16
  4.5 Thesis ................................................................................................... 18
  4.6 Exam type for individual subject elements .................................................... 19
    4.6.1 Exam basis ...................................................................................... 19
    4.6.2 Exam forms .................................................................................... 19
  4.7 Exam cheating ....................................................................................... 19
  4.8 Exam complaints and appeals .................................................................... 20
5. Other regulations .......................................................................................... 20
  5.1 Enrolment ............................................................................................. 20
  5.2 Withdrawal of enrolment ......................................................................... 20
  5.3 Leave of absence .................................................................................... 21
  5.4 Changing study programme, transfers and re-enrolment ............................. 21
  5.5 Credits ................................................................................................ 22
    5.5.1 Pre-approval and final approval .......................................................... 22
  5.6 Exemptions .......................................................................................... 22
  5.7 Digital communication between the University and students .................... 22
  5.8 Complaints and appeals procedure .......................................................... 23
  5.9 Master’s certificate ................................................................................. 23
6. Catalogue of subject elements ........................................................................... 24
Module 310 ............................................................................................................................................. 25
Arbejds- og organisationspsykologi - Work and Organisational Psychology ........................................ 25
Syllabus.................................................................................................................................................. 26
Exam regulations.................................................................................................................................. 27
Preconditions for participation:............................................................................................................. 27
Module 320: .......................................................................................................................................... 29
Klinisk psykologi - Clinical Psychology ................................................................................................. 29
Syllabus.................................................................................................................................................. 30
Exam regulations.................................................................................................................................. 30
Preconditions for participation:............................................................................................................. 31
Module 330: .......................................................................................................................................... 32
Neuro- og Informationspsykologi - Neuropsychology and Applied Cognitive Psychology ............... 32
Syllabus.................................................................................................................................................. 34
Exam regulations.................................................................................................................................. 34
Preconditions for participation................................................................................................................ 35
Module 340 .......................................................................................................................................... 36
Social udviklings- og integrationspsykologi - Community Psychology ................................................. 36
Syllabus.................................................................................................................................................. 37
Exam regulations.................................................................................................................................. 37
Preconditions for participation................................................................................................................ 38
Module 350 .......................................................................................................................................... 39
Videregående forskningsmetode - Advanced Research Methods ........................................................ 39
Subject element 351: Kvalitative forskningsmetoder - Qualitative Research Methods .................. 39
Subject element 353: Kvantitative forskningsmetoder - Quantitative Research Methods ............... 40
Syllabus.................................................................................................................................................. 40
Exam regulations.................................................................................................................................. 40
Preconditions for sitting the exam:....................................................................................................... 41
Module 360 .......................................................................................................................................... 42
Professionel psykologisk færdighedstræning - Professional Communication Training ....................... 42
Syllabus.................................................................................................................................................. 42
Exam regulations.................................................................................................................................. 42
Preconditions for sitting the exam:....................................................................................................... 43
Module 370 .......................................................................................................................................... 44
Psykologisk testning - Psychological Testing ......................................................................................... 44
Syllabus.................................................................................................................................................. 45
Exam regulations.................................................................................................................................. 45
Preconditions for sitting the exam:....................................................................................................... 46
Module 380 .......................................................................................................................................... 47
Practicum - Practicum ............................................................................................................................... 47
Syllabus.................................................................................................................................................. 49
Exam regulations.................................................................................................................................. 50
Preconditions for sitting the exam:....................................................................................................... 50
Module 390 .......................................................................................................................................... 51
Speciale - Master’s Thesis ...................................................................................................................... 51
Syllabus.................................................................................................................................................. 52
Exam regulations.................................................................................................................................. 52
Preconditions for sitting the exam:....................................................................................................... 53
Module 400 .......................................................................................................................................... 54
Valgfag - Elective subject

The following subject elements can be taken as elective subjects:

Syllabus

Exam regulations for the lecture series on a programme not chosen (spot test) (5 ECTS credits)

Exam regulations for subjects from other compulsory subject elements:

Exam regulations for the immersion subject:

Prerequisites for participation:

7. Commencement
1. Preamble

1.1 This curriculum was approved by Dean Troels Østergaard Sørensen on 20 July 2010.

The curriculum has been drawn up under the authority endowed by Ministerial Order no. 1520, of 16 June 2013, on Bachelor and Master’s Programmes at Universities (the Study Programme Order), Ministerial Order no. 1488, of 16 December 2013, on Admission to Master’s Programmes at the Universities (the Master’s Admission Order), Ministerial Order no. 1519, of 16 December 2013, on Exams and Grading for University Study Programmes (the Exam Order), and Ministerial Order no. 250, of 15 March 2007, on the Grading Scale and Other Forms of Assessment at Universities (the Grading Scale Order).

2. The programme’s objectives, competence profile, etc.

2.1 Objectives

The master’s programme in psychology is a research-based and vocationally oriented full-time programme. The objectives are to:

• provide graduates with the knowledge, skills and competences that enable them to work independently in the psychology profession at a level that meets the criteria for a master’s degree in the Danish Qualifications Framework for lifelong learning\(^1\), and to
• qualify graduates to continue their education, including in the form of authorisation\(^2\), a PhD programme\(^3\), etc.

The objectives are achieved via the programme’s academic focus, content and structure, as well as its overall didactic and pedagogical basis (see 3 below). Building on the level achieved on the bachelor programme in psychology, the master’s programme adds to the students’ academic knowledge and abilities, increases their theoretical knowledge and methodological skills and enables them to practice their profession independently. It immerses students in the academic subject through the use of advanced elements in the subject area. In this way, the student achieves a range of module-specific objectives for learning outcomes (see 6 below) that lead to the general knowledge, skills and competences described in the competence profile (see 2.2 below).

\(^1\) [http://fivu.dk/uddannelse-og-institutioner/anerkendelse-og-dokumentation/dokumentation/kvalifikationsrammer](http://fivu.dk/uddannelse-og-institutioner/anerkendelse-og-dokumentation/dokumentation/kvalifikationsrammer)

\(^2\) [http://www.psykolognaevnet.dk/autorisation](http://www.psykolognaevnet.dk/autorisation)

\(^3\) [https://www.retsinformation.dk/Forms/R0710.aspx?id=114196](https://www.retsinformation.dk/Forms/R0710.aspx?id=114196)
### 2.2 Competence profile

Master’s graduates in psychology are capable of fulfilling duties related to the whole domain of psychology, including handling complex cases. They have wide-ranging research-based knowledge and understanding, and the ability to reflect on psychological theories, methods and subjects, including a comprehensive understanding of concepts, theories and methods in personality, cognitive, developmental and social psychology, as well as skills and competences in these areas, and basic insight into psychological conditions concerning work and organisational psychology, and clinical and educational psychology. The master’s programme provides students with the opportunity to select optional specialist programmes (see 3 below). Through this, students also acquire additional specialised knowledge, skills and competences in two of the following areas: work and organisational psychology; neuropsychology; clinical psychology; and community psychology.

On completion of the master’s programme, graduates have acquired knowledge, skills and competences that enable them to establish links between and draw together psychological topics of a practical/theoretical nature, and to identify, analyse, structure and address theoretical/practical assignments in such a way that they are able – alone or under supervision – to plan, implement and evaluate potential solutions. Master’s graduates can therefore, alone and in collaboration with others, identify, formulate and solve problems, including those that are complex and unpredictable; work in public and private institutions and companies, and in independent practice; and present and discuss psychological knowledge and problems.

For example, graduates in psychology are able to:
- plan, implement and evaluate proactive interventions in areas of daily life that users perceive as complex
- convey specific psychological problems, i.e. account for how a psychological theme is treated in different psychological disciplines and on the basis of different theoretical assumptions, and the implications of these different opinions for users of psychological knowledge
- deal with complex assignments such as:
  - recording, processing and interpreting test results
  - studying cases involving individuals, groups and organisations, as well as organising and implementing (including under supervision) courses of action designed to alleviate problems
  - developing and implementing projects to create better conditions for children, adults, young people and senior citizens
  - developing and implementing psychological development projects, for example in rehabilitation and unemployment
  - participating in the implementation of psychological research
- handle general human relationships that involve ethical, cultural and other conflicts and dilemmas
- identify/assess problems within interpersonal relations that have to be solved under supervision and/or by other professions.

### 2.3 Prescribed period of study

The master’s programme in psychology is prescribed to 120 ECTS credits, corresponding to two years of full-time study, as per the Study Programme Order, section 19. The programme consists of
eight modules, which are designed to provide students with a whole range of academic qualifications within a defined subject area.

### 2.3.1 Requirements for study activity

Students must pass 35 ECTS credits per year. Registration may be withdrawn from students who fail to fulfil the activity requirements for a continuous period of at least one year, see the Master’s Admission Order, section 20 (1).

Students must also comply with any other general activity requirements laid down by the University of Copenhagen.

An exemption from this rule may be granted under special circumstances. Before any withdrawal of registration, students will be offered specific guidance, in the form of an individual interview and, possibly, the preparation of a study plan.

### 2.4 Admission requirements

The prerequisite for admission to the master’s programme is a Danish bachelor’s degree in psychology from the universities of Aarhus, Ålborg, Southern Denmark or Copenhagen. Alternatively, the student must demonstrate knowledge, expertise and skills equivalent to those acquired on the bachelor degree in psychology. The exams listed as a precondition for admission may have been rendered out of date by the rules for content and progression between bachelor and master’s level (see also 4.1.7 on the topicality of the syllabus). The study board conducts an individual assessment of each case.

Admission to the master’s programme is subject to restriction. Details are available on the Faculty of Social Science website: [http://samf.ku.dk/optagelse/](http://samf.ku.dk/optagelse/).

### 3. The content and academic profile of the programme

#### 3.1 The overall content of the programme

The master’s programme in psychology consists of constituent subject elements in the psychology subject area prescribed to 110 ECTS credits, of which the master’s thesis accounts for 30 ECTS credits. It also includes an elective course corresponding to 10 ECTS credits: Please refer to 6 (Catalogue of subject elements) for descriptions of the content of each subject element.

#### 3.2 Modules

The modular structure of the programme is designed to ensure that students have a choice of competence profiles that target various vocational functions. The programme consists of the following modules:

- **Constituent subject elements (total of 110 ECTS credits):**
  Students must choose two of the following four options: Work and Organisational Psychology (Module 310), Clinical Psychology (Module 320), Neuropsychology and Applied Cognitive Psychology (Module 330), Community Psychology (Module 340).

  - Module 310, 320, 330 or 340
A – Programme consisting of:
   Seminars, including lectures 15 ECTS credits
   Practice class 5 ECTS credits

**Module 310, 320, 330 or 340**

B – Programme consisting of:
   Seminars, including lectures 15 ECTS credits

**Module 350**
Advanced research methodology – students must choose one of two methods
   Qualitative research methods 10 ECTS credits
   Quantitative research methods 10 ECTS credits

**Module 360**
Professional communication training 2.5 ECTS credits

**Module 370**
Psychological testing 12.5 ECTS credits

**Module 380**
Practicum 20 ECTS credits

**Module 390**
Thesis 30 ECTS credits

**Module 400**

**Elective subject(s)**
The range of elective subjects, including immersion subjects, is listed in the syllabus each semester.

Students can choose a total of 10 ECTS credits from the following:
- Lecture series on a programme not already chosen (spot test) (5 ECTS credits)
- Seminar (without spot test) on already chosen programme (for 10 ECTS credits)
- Practice class on already chosen programme (5 ECTS credits) (only if places are available at the start of the semester)
- Methods class (10 ECTS credits)
- Immersion subject (5 or 10 ECTS credits)
- Research activities can take the form of elective subjects – approval must be sought from the study board (5 or 10 ECTS credits)
- Electives can also be chosen from subjects offered outside the Department of Psychology – approval must be sought from the study board.

### 3.3 The overall didactic and pedagogical basis for the programme

The master’s 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 teaching
- The teaching content is largely evidence-based and reflects the most recent research findings
- Students acquire academic and methodological knowledge, skills and competences that can be applied in research and professional contexts.
Vocationally oriented is defined by the following criteria:
- The teaching is based on practice-based learning
- Practising psychologists provide some of the teaching
- The teaching content is related to psychological practice
- Students acquire vocationally relevant knowledge, skills and competences 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/courses are organised and conducted in a manner that guarantees mutually consistent targets for learning outcomes, teaching, ways of working and forms of examination, and reflects the objective of the module (alignment)
- Through participation in organised (and other) learning activities, students construct their own learning process and outcomes (constructive).

The descriptions of the subject elements specify the purpose and overall content, the objectives (in the form of specific learning outcomes) and the forms of teaching, work and exams.

Descriptions of objectives, in the form of specific objectives for learning outcomes, enable teachers, supervisors and examiners to organise and implement the teaching 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, teachers 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 teaching, 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.

### 3.4 Cognitive and skill-related terms used in the descriptions of objectives

The objectives for learning outcomes on the master’s 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 skill-related verbs is used as a tool for setting goals that reflect these learning outcomes. It combines the SOLO (Structure of the Observed Learning Outcome)\(^4\)

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taxonomy’s cognitively oriented verbs with a range of skills-oriented verbs. It relates to the part of the Danish Qualifications Framework for lifelong learning\(^5\) that indicates knowledge, skill and competence levels for 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 subject 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 subject and its position in the overall programme. Levels 2 and 3 (intermediate and most complex, respectively) are primarily used in the master’s programme, while levels 1 and 2 (the most simple and intermediate) are used primarily in the bachelor’s programme. This does not mean that Level 1 cannot be used to describe objectives at master’s level, just that the main emphasis in the master’s programme will be on objectives at levels 2 and 3 (see the qualifications framework). Objectives at level 1 will be used to a limited extent, particularly in relation to the introduction of new subjects, areas and/or psychological disciplines and methods.

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

**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 subject 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:** Students will be able to account for or explain (causal) relationships, combine knowledge from different fields, apply knowledge to solve unknown assignments, analyse complex relations, etc. 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.

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 complex results and reflect on their significance, justify the choice of theory, method, etc. For example, they will be able to analyse a psychological subject area using its theories, methods and empirical data in order to identify a problem or issue and discuss the solution in a manner that consists of 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 practice errors.

\(^5\)http://fivu.dk/uddannelse-og-institutioner/anerkendelse-og-dokumentation/dokumentation/kvalifikationsrammer
<table>
<thead>
<tr>
<th>Level</th>
<th>Verbs</th>
<th>Example descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. the most</td>
<td></td>
<td>“...” indicates where to insert the subject-specific item</td>
</tr>
<tr>
<td>Simple</td>
<td>Mention/identify</td>
<td>Give the name(s)/term(s) for “...”</td>
</tr>
<tr>
<td></td>
<td>Outline</td>
<td>Make an outline (non-exact reproduction) of “...”</td>
</tr>
<tr>
<td></td>
<td>Draw</td>
<td>Make an accurate drawing that shows “...”</td>
</tr>
<tr>
<td></td>
<td>Describe</td>
<td>Systematically reproduce the basic information about “...”</td>
</tr>
<tr>
<td></td>
<td>Calculate/estimate</td>
<td>Calculate “...” based on the numbers/information provided</td>
</tr>
<tr>
<td></td>
<td>Define</td>
<td>Describe what is characteristic of and delineates “...”</td>
</tr>
<tr>
<td></td>
<td>Perform – simple</td>
<td>Perform “...” (simple defined/managed procedures, assignments, etc./participate in assignments, etc.)</td>
</tr>
<tr>
<td>2.</td>
<td>Classify</td>
<td>Subdivide “...” into categories or classes according to common characteristics</td>
</tr>
<tr>
<td></td>
<td>Compare</td>
<td>Describe the differences and similarities between “...” and “...”</td>
</tr>
<tr>
<td></td>
<td>Analyse</td>
<td>Break down/divide up “...” into its constituent parts and describe them and their interrelationships</td>
</tr>
<tr>
<td></td>
<td>Explain/account for</td>
<td>Describe and justify the factual and logical inter-relationships between “...” and “...”</td>
</tr>
<tr>
<td></td>
<td>Search/collate</td>
<td>Search/collate knowledge information about “...”</td>
</tr>
<tr>
<td></td>
<td>Communicate</td>
<td>Disseminate knowledge/information about “...” to “...”</td>
</tr>
<tr>
<td></td>
<td>Apply</td>
<td>Apply concepts, theories, knowledge to/in practical/real problems</td>
</tr>
<tr>
<td></td>
<td>Generate synthesis</td>
<td>Form a whole from the components of “...” and be able to describe them and their mutual relationship</td>
</tr>
<tr>
<td></td>
<td>Perform – intermediate</td>
<td>Perform “...” (procedures, assignments, plan, etc., under supervision)</td>
</tr>
<tr>
<td>3. the most</td>
<td>Discuss</td>
<td>Put forward different points of view on “...”, e.g. for and against theoretical positions, etc.</td>
</tr>
<tr>
<td>Complex</td>
<td>Evaluate/decide</td>
<td>Weigh the alternatives in relation to “...” and make a reasoned response</td>
</tr>
<tr>
<td></td>
<td>Interpret</td>
<td>Explain and make understandable “...”, e.g. results</td>
</tr>
<tr>
<td></td>
<td>Reflect</td>
<td>Think about an issue and write about or explain the considerations to which this gave rise</td>
</tr>
<tr>
<td></td>
<td>Self-correct</td>
<td>Evaluate and correct own practice errors/mistaken conclusions in relation to “...”</td>
</tr>
<tr>
<td></td>
<td>Express criticism</td>
<td>Present a reasoned critique of “...” based on “...”</td>
</tr>
<tr>
<td></td>
<td>Assume responsibility</td>
<td>Assume responsibility for “...”, e.g. own learning, assignments, etc.</td>
</tr>
<tr>
<td></td>
<td>Theorise</td>
<td>Formulate a general rule or theory on the basis of “...”</td>
</tr>
<tr>
<td></td>
<td>Perform – complex</td>
<td>Perform “...” (complex procedures, assignments, plan, etc. under supervision)</td>
</tr>
</tbody>
</table>
3.5 Academic internship

The academic internship is a compulsory part of the master’s programme – see the Catalogue of subject elements: Practicum (section 22 of the Study Programme Order).

3.6 Study trips abroad

Exams taken at a non-Danish university can replace subject elements on the master’s programme.

Credit transfers from subjects studied at a university abroad require a significant degree of congruence between the subject for which the credits are transferred and the corresponding subject on the master’s programme, as per section 34 (1) of the Study Programme Order.

For details, please refer to 5.5 on credit transfers for successfully completed programme elements. Applications for credit transfers are submitted to the study board.

3.7 Thesis

See section 6 (Catalogue of subject elements): Thesis.

The master’s thesis is designed to demonstrate the students’ ability to apply scientific theories and methods in their work on a specified subject. The thesis completes the programme unless the University (via the study board) grants exemption from this rule, see the Study Programme Order, section 21 (6).

3.8 Options for specialisation

Master’s students have the option to specialise to a certain extent by choosing two programmes (an A programme and a B programme) from the four programmes offered. They can also further supplement this specialisation via elective subjects (total of 10 ECTS credits) either from the master’s programme within the Department of Psychology (e.g. by choosing an additional seminar on one of the selected programmes) or by choosing subjects outside of the Department of Psychology.

4. Exams

The objective of exams is to assess whether and to what extent the students’ qualifications comply with the objectives, competences and academic requirements stipulated for the programme in the Programme Order, curriculum, etc., as per the Exam Order, section 2 (1) and the Grading Scale Order, section 10.

The form of the exam must match the purpose of the subject element and reflect the content of the teaching, see section 3 (1) of the Exam Order.
4.1 General information about exams

The exam schedule is published on KUnet and on notice boards in the department’s exam administration. Dates for the release of assignment questions and the submission of assignments/synopses will be included in the exam schedule.

4.1.1 Registration and withdrawal

By registering for a course, students are automatically registered for the exam. However, it is the students’ own responsibility to ensure that they are registered for the correct exams. Similarly, it is the students’ responsibility to register for exams on courses where they do not physically attend the classes. Approval of a thesis contract automatically leads to exam registration.

Registration counts as one exam attempt, unless the registration is withdrawn on time or the students are absent due to illness, as per the Exam Order, section 14, and 4.1.2. below.

Deadlines and procedures for registration and changes (including information about the registration/change period) are announced each semester on the department’s website and on bulletin boards in the exam administration.

4.1.2 Make-up exams/resits

Resits and make-up exams are held in accordance with the rules stipulated in the Exam Order:

Students on programmes in which the exam period is at the end of the autumn semester, who have taken the ordinary exam without passing it, have the opportunity to take it again in the same period or immediately thereafter, although no later than February. Students on programmes where the exam period is at the end of the spring semester, who have taken the ordinary exam without passing it, have the opportunity to take it again in the same period or immediately thereafter, although no later than August. This also applies to students who are prevented from taking an ordinary exam due to illness.

Students who do not pass a resit must be given the opportunity to sit the next ordinary exam.

The curriculum can stipulate whether make-up exams and resits will take a different form and/or be assessed differently from the ordinary exam. However, this is not the case for the thesis.

Make-up exams and resits may take a different form to the ordinary exam.

4.1.3 Assessment

An exam is deemed to have been successfully completed when the assessment Pass, Approved, or the grade 02 or higher, is awarded. Exams that have been passed cannot be taken again, as per the Exam Order, section 13, and the Grading Scale Order, section 14.

Exams are held at the end of each subject element. The descriptions of the individual subject elements outline which type of exam, grading, etc. applies in each instance. See 6 (Catalogue of course details).
Exams are either internal or external.
Internal exams are graded by one or more lecturers (examiners) appointed by the University from
the teaching staff at the University.
External exams are graded by one or more internal examiners and one or more external examiners
appointed by the Danish Agency for Higher Education, as per title II on grading in the Exam Order.

For oral exams, the result is announced immediately after completion of the exam and assessment.
For written exams – both those held in the University and take-home assignments – the results are
announced via self-service on KUnet. The assessment will be available within four weeks (not
counting July) of the exam. For the thesis, this period can be up to two months (not including July)
after submission.

4.1.4 The exam language
Exams will be held in Danish, unless one of the objectives of the exam is to document the students’
skills in a foreign language. See section 6 (1) of the Exam Order. Exams may, however, be taken in
Swedish and Norwegian instead of Danish, unless one of the objectives of the exam is to document
skills in Danish.

If the course was held in a foreign language, then the exam will be in the same language. The
University (via the study board) is empowered to deviate from this rule, as per section 6 (3) of the
Exam Order. The University (via the study board) is empowered to grant exemptions that allow the
exam to be taken in another language, unless presentation in Danish is a prerequisite, as per section
6 (2) of the Exam Order. Applications must be submitted to the study board in the Department of
Psychology at least two months before the exam date.

4.1.5 Exam attempts
Students are allowed a maximum of three attempts at passing an exam, as per the Exam Order,
section 13. The University is empowered to grant exemptions from this rule under special
circumstances. An exemption to facilitate further attempts must be sought from the study board.

4.1.6 Special exam conditions
Where deemed necessary by the University (via the study board), special exam conditions may be
arranged for students with physical or mental disabilities or for students whose native language is
not Danish (see the Exam Order, section 7).

4.1.7 Syllabus
Compulsory syllabus lists drawn up by the subject teachers and approved by the study board are
available in early January and early August.
The syllabus for each subject element must consist of academic current literature central to the
subject.
Literature chosen by students must be approved by the teacher 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, scientific 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 listed as chosen by the student within the required syllabus framework for a subject element cannot be the same as that listed previously for other subject elements. In other words, the literature must be new.

A standard page for a syllabus list is defined as 2,400–2,800 keystrokes (including punctuation and spaces).

4.1.8 Exam aids
When exam aids are permitted, they include written material such as books, notes, papers of any kind and calculators. Students are also allowed to bring USB memory sticks, unless it is specified by the subject element concerned that electronic devices are not permitted. Students must not attempt to communicate with others either inside or outside the exam room. Mobile phones and other handheld devices, e.g. tablets, must be handed in before the exam starts. Violations will be considered as cheating and dealt with accordingly.

Bilingual dictionaries that translate from one language to another are always permitted.

4.2 Written exam
Written exams last for a specific length of time and take place either at the University or at a location determined by the University. For each subject element, an announcement about which aids are allowed is made at the exam. For more detailed information, see 6 (Catalogue of subject elements).

As per section 10 of the Exam Order, the University can set rules for the use of computers in written exams. Any rules set for the use of computers in a written exam will be published on the department website.

4.3 Oral exam
Oral exams are held as individual exams or as group exams. In both cases, an individual assessment is made and an individual grade awarded. More detailed information about the forms of exam is published in the description of the individual subject elements in 6 (Catalogue of subject elements).

A written paper can be included, directly or indirectly, in the assessment of an oral exam. See the descriptions of the individual types of exam under 6 (Catalogue of subject elements) and in 4.4 below.

4.4. Written assignments
Written exams are held as individual exams at the University (see section 4.2 above) and take the form of written papers or a combination of written and individual oral exams.

The exams can be individual or group exams, see section 4 (1) of the Exam Order. In both cases, an individual assessment is made and an individual grade awarded.
Written papers can be written by several students, but an independent grade can only be given for a jointly written paper if each student’s contribution can be determined and an individual assessment made, see section 4 (3) of the Exam Order.

Students’ individual contributions must be clearly identified. This must be clearly indicated, both in the table of contents and at the beginning of the sections for which the student concerned is responsible. The introduction and conclusion, as well as any sub-conclusions and/or summaries, may be written collectively. A maximum of 20% of the assignment must consist of collective work.

Each student’s performance is assessed on the basis of his/her own contribution, as well as the common parts of the assignment. The assessment focuses on the individual student’s performance, and documents academic breadth in relation to the assignment question/selected topic, the achievement of the curriculum’s academic requirements and skills in academic argumentation. If an assignment set by a teacher includes several sub-questions, each student must document his or her part in answering each sub-question.

If an independent grade or other assessment is not given for a written assignment prepared jointly by several students, the paper may be included in the assessment of a subsequent oral exam, see section 4 (4) of the Exam Order. At the oral exam, each student is assessed on the basis of the group assignment as a whole.

Submission of a paper can be a prerequisite for taking the exam in the subject element without the paper then being included in the subsequent exam.

The descriptions of the individual subject elements specify the specific form of exam used. For more detailed information, see 6 (Catalogue of subject elements).

The requirements for the extent of the assignment are listed under the individual subject elements. Extent is measured in keystrokes and must be stated on the front page of the assignment. Exceeding the permitted number of standard pages is seen as a shortcoming in the student’s academic performance. One of the requirements for written assignments is that they are restricted to a given number of standard pages. Failure to comply with this requirement may affect the grade awarded. Whether it does so – and if so, to what extent – is a decision for the assessors.

A standard page for written assignments is 2,400 keystrokes. Keystrokes include punctuation and spaces, footnotes/endnotes and summaries, but exclude tables of contents and bibliographies.

If other authors are quoted in the assignment, this must be clearly stated. Quotes must be enclosed in quotation marks and the source must be clearly stated. If the assignment contains parts of the student’s own, previously graded assignments, this must be clearly stated with source references and quotations with quotation marks. Please refer to 4.7, below, regarding exam cheating and any local rules concerning source references and the use of quotations.

Writing and spelling skills form part of the overall assessment of all written take-home assignments (including synopses and one-week exams), although the academic content will be weighted most heavily, as per the Exam Order, section 24 (1). The University (via the study board) is empowered
to grant exemptions from this regulation for students who are able to document a relevant and specific impairment, unless spelling and writing skills are a significant part of the exam’s purpose.

4.5 Thesis

According to the Study Programme Order, section 21 (7), the University must approve the thesis topic and question, and set a deadline for submitting the thesis and a plan for supervision of the student. The timeframe for and extent of the thesis, including the start date and submission deadline, is specified in the curriculum for the study programme (applicable to full-time study programmes only).

Section 20 (8): “If the student does not submit the thesis by the deadline stated in (7), the University approves a revised problem formulation within the same subject area as the previous thesis and also sets a new deadline of three months. If the student does not submit the thesis within this new deadline, a third attempt can be made, as per the Exam Order, according to the same rules that apply for the second attempt.”

The new contract must be entered into immediately after the previous contract, i.e. within a maximum of 14 days. Once the new contract is approved, a new submission deadline of three months is set, calculated from the end of the 14-day period. If the student does not deliver the thesis within this deadline, a third attempt may be granted, as per the Exam Order, according to the same rules that cover the second attempt.

Entering into a new contract is a prerequisite for the student’s continued enrolment on the master’s programme in psychology. In other words if, after the expiration of the first or second contract, the student does not enter into a second or third contract, then the student’s enrolment on the programme can be withdrawn (see the Master’s Admission Order, section 18 (1) no. 3).

In the Department of Psychology, the thesis supervisor and the head of studies must approve the problem formulation when the written thesis supervision agreement is entered into. The thesis must be submitted no later than six calendar months after the head of studies signs the written thesis supervision agreement.

The study board has drawn up guidelines and the Supervision Contract for Thesis Writers. These can be found at https://intranet.ku.dk/psykologi_ka

If the assignment is written in Danish, Swedish or Norwegian, the thesis must include a summary in a foreign language, see section 24 (2) of the Exam Order. If the assignment is written in a foreign language, the summary can be written in Danish, as per section 24 (2). The study board has, however, decided that the summary must be written in English.

As of 1 September 2011, it is a requirement that theses are submitted both in digital form and in hard copy. See KUnet for details.

The master’s thesis is the final element in the programme. The University (via the study board) may, however, grant exemptions from this rule in extraordinary circumstances, see the Programme Order, section 19 (5).
4.6 Exam type for individual subject elements

Please refer to section 6 (Catalogue of subject elements), which describes how the exam is conducted in each subject element.

4.6.1 Exam basis

The objectives for the subject element and the latest approved curriculum form the basis for the exam.

4.6.2 Exam forms

Synopsis: A synopsis exam consists of a written and oral part. The written part consists of a concise presentation of a subject area in which the student accounts for a delineated problem that sets the stage for further elaboration and discussion in the oral part of the exam. In the oral part, the student has the right to start with a presentation (up to 10 minutes) based on the subject covered in the synopsis, followed by an examiner-led conversation between the student and examiner. The exam is based on both the compulsory syllabus and the parts chosen by the students.

Free written take-home assignment: The subject is agreed between the student and the lecturer entitled to conduct exams.

Compulsory written one-week exam: The exam question is given to the student one week before the deadline for submission. A week is calculated as seven days.

Written exam in the University: Within a given timeframe, the student answers one or more questions asked by the examiner. For each subject element, it will be specified whether exam aids are permitted.

Attendance: For subject elements in which attendance is a requirement, students must attend a minimum of 75% of classes.

Active participation: For subject elements in which active participation is a requirement, students must participate in activities relevant to the subject element. The range of courses/curricula will indicate the nature of the active participation, e.g. submission of a number of response papers, exercise reports, oral presentations or other types.

Multiple choice: Within a given timeframe, the student answers a number of questions asked by the examiner. Exam aids are not permitted.

Internship report: The student submits a written assignment based on one or more problems from the internship.

4.7 Exam cheating

Cases of cheating in exams are dealt with according to the rules for disciplinary measures for students at the University of Copenhagen.

Exam cheating includes forgery, plagiarism, nondisclosure (e.g. failing to reveal sources) or any other deception about the work or results of the person concerned. Aiding fellow students in their cheating is also covered by the rules. Attempted cheating will be dealt with in the same way as actual cheating.

The head of studies will investigate cases of cheating. If the allegation is proven, a report is
submitted to the Dean, who reports the matter to the Rector.

The Rector is empowered to issue an oral or written warning, expel the student from the exam, from all exams in the same exam period or from the University for a specified or an unlimited period.

4.8 Exam complaints and appeals

Complaints concerning exams or other forms of assessment are submitted to the University (the Faculty of Social Sciences Secretariat) by the student concerned. They must be submitted in writing, and the grounds for them must be specified, as per the guidelines laid down in the Exam Order, section 34. The deadline for submission is, at the latest, two weeks after the assessment has been announced, as per the Exam Order, section 34 (2). As far as the ordinary summer exams are concerned (held after 1 June), complaints must be submitted by 1 August.

Under the Exam Order, section 35, complaints may be lodged on the following grounds:

1. Legal issues
2. The basis for the exam (questions, assignments, etc.)
3. The exam procedure
4. The assessment.

If the complaint is rejected, pursuant to the Exam Order, section 36 (3), the student can appeal the University’s decision to an appeals board. The appeal is submitted to the University (the Faculty of Social Sciences Secretariat). Appeals must be submitted in writing, and the reasons for the appeal must be specified. Appeals must be submitted within two weeks of being informed of the decision by the assessors, as per the Exam Order, section 38 (3).

Reassessments, resits and appeals may result in a grade being confirmed, raised or lowered. There is no right of appeal regarding the new grade. Appeals may, however, be submitted about legal aspects related to the new grade.

See the Exam Order part 8 for further details.

5. Other regulations

5.1 Enrolment

After enrolment, students are registered on the master’s programme, as per section 13 of the Master’s Admission Order.

In general, a student cannot be enrolled on more than one full-time study programme at a time. However, there are certain exceptions. For more details, see the Master’s Admission Order, section 16.

5.2 Withdrawal of enrolment

Under the Master’s Admission Order, section 18, registration is withdrawn:
• when students have completed the study programme
• when students are unable to continue the programme as a result of failure to comply with the department’s study-activity requirements (see 2.3)
• when students are unable to continue the programme as a result of using up all their exam attempts, as per the Exam Order, section 13
• when students withdraw from the programme
• when students are unable to continue the programme under the rules of the programme
• when students are permanently expelled from the University.

Re-enrolment is possible under certain circumstances. Please refer to the rules for this in section 17 of the Master’s Admission Order. Re-enrolment takes place under the most recent curriculum. Students who are enrolled/registered on a new programme cannot resit exams already passed, unless the exams no longer count due to the rules for the programme, see section 19 (4) of the Master’s Admission Order. The study board assesses whether an exam no longer counts.

5.3 Leave of absence
Students are entitled to leave of absence from the programme according to rules set by the University, as per the Master’s Admission Order, section 22 (1).

During the period of leave of absence, students cannot follow courses on the programme in question. Students cannot sit exams or take tests as part of the study programme in the semester or corresponding period during which they have taken leave of absence.

Leave of absence can be interrupted. However, as previously mentioned, students cannot sit exams during a semester in which they have taken leave of absence.

Leave of absence cannot be granted until the student has completed 30 ECTS credits, see the Master’s Admission Order. The University (via the Faculty) may, however, grant exemptions under extraordinary circumstances, see section 23 (4).

Leave of absence is not permitted during the period covered by the thesis contract unless there are exceptional circumstances.

The Faculty must, however, be informed of any leave applied for that is due to childbirth, adoption or national service, as per section 23 (2).

Students under contract to the Danish defence forces to make themselves available for service with the UN, etc., follow the rules in the Act Amending the Act Governing Armed Forces Personnel, the Home Guard Act, the Student Maintenance Grant Act and the National Service Act.

5.4 Changing study programme, transfers and re-enrolment
Students can apply to change programme, transfer and re-enrol under the rules laid out in section 17 of the Master’s Admission Order.
5.5 Credits

Programme elements passed on the same social-science programme at the same level in Denmark can replace elements of this programme (see part 10 of the Study Programme Order).

In each individual case or under general rules set by the University, the University (via the study board) can approve that elements passed under the Study Programme Order replace elements of other programmes at the same level under the Study Programme Order.

The University (via the study board) can also approve that course elements passed on another Danish or non-Danish programme at the same level replace programme elements under this order (see section 34 of the Study Programme Order).

This requires an academic assessment, as per the Study Programme Order, section 34 (3).

A master’s thesis that forms the basis for an award in one master’s programme cannot be transferred with credit to a new award in another master’s programme, see the Study Programme Order, section 34 (2).

In certain cases, it is possible to challenge decisions to refuse credit transfers to the credit appeals board/qualification board (see the Faculty website: http://samf.ku.dk).

5.5.1 Pre-approval and final approval

Pre-approval, i.e. registering for a subject at another Danish or non-Danish university, is binding and will be included as part of the student’s programme at the University of Copenhagen.

From 1 September 2015, all students must register for 30 ECTS credits per semester. Pre-approval of a study trip or one or more individual subjects counts as registration for the semester concerned.

If the student is not allocated a place on the pre-approved subject, or for any other reason does not use the pre-approval process, the Department administration must be notified so that the student is given the opportunity to register for the required number of ECTS.

As soon as possible after completion of a pre-approved course at another Danish or non-Danish university, students are required to submit documentation of their grade to the study board. If the subjects are passed, credits will be transferred and included as part of the study programme. The documentation must be submitted within three months of the end of the study trip.

5.6 Exemptions

Under special circumstances, exemptions may be granted from those rules concerning the curriculum that are set by the University alone.

5.7 Digital communication between the University and students

The University may decide that all communication with students regarding the study programme or parts thereof must be digital.
Please refer to Ministerial Order no. 1239 of 4 November 2010 on Electronic Communications in Universities. This became compulsory in the Department of Psychology on 1 September 2011.

5.8 Complaints and appeals procedure

5.8.1 Complaints about decisions by the study board or the study administration on legal issues related to students’ conditions can be submitted to the Dean. The Dean’s decisions on legal issues can be appealed to the Rector. Internal University procedures must be exhausted before cases can be appealed to the Ministry.

5.8.2 Legal questions regarding the University’s decisions on exam conditions can be raised with the Danish University and Property Agency, see the University Act, section 34. The rules are laid down in the Study Programme Order, section 27, in the Master’s Admission Order, and in the Exam Order, section 48.

5.9 Master’s certificate

The University (via the Faculty) issues a certificate upon successful completion of the master’s programme. The certificate includes the results of the assessments in individual exams. For details of the information that must be included in the diploma, please refer to section 29 of the Exam Order.

The diploma is written in Danish and English.

The University also issues a diploma supplement in English that describes the academic direction, content, level and objectives of the programme. It also provides information about the University and about the position of the University and the programme within the Danish education system.

Students who leave a programme without completing it may request that the University issue documentation for successfully completed parts of the programme and the number of ECTS credits achieved.

If a University (via the study board) approves the transfer of credits for a completed/passed/approved subject element, etc. from a Danish or foreign institution of higher education, the assessment is transferred as Passed/Approved. If the subject element, etc. concerned is assessed according to the 7-point scale at both institutions, the assessment is transferred with grades, as per section 30 of the Exam Order.
6. Catalogue of subject elements
Module 310
Subject element 312: Seminars and lectures (15 ECTS credits)
Subject element 313: Practice class (5 ECTS credits)

Arbejds- og organisationspsykologi
- Work and Organisational Psychology

Purpose and content
Work and Organisational Psychology deals with the relationships between individuals, work and organisation, as well as the study of, intervention in and evaluation of organisational, group and individual demands and opportunities associated with the organisation’s functions.

The purpose of the teaching on Work and Organisational Psychology is to provide students with an advanced introduction to theory and practices in relation to working conditions in groups and organisations, as well as methods of management that promote individual and organisational skills enhancement, performance and well-being.

The module’s central themes relate to the individual employee, e.g. changes in both duties and in the organisation, reorganisation, the psychosocial work environment, flexible work, management, team structure, well-being, stress and conflict. Students learn to interpret and communicate results from psychological studies of work and organisations and from interventions in relation to employees and management, and to identify, evaluate, apply and develop methods to prevent and intervene in work and organisational psychology problems. Students also learn to use professional methods to evaluate work and organisational psychology interventions. Other key topics include ethical problems related to different forms of understanding and intervention in practice, and legal aspects of working with interventions and evaluations.

The module introduces advanced theories, concepts, methods and empirical research, illustrated by case studies that place practice into a theoretical perspective.

Overall objectives for the learning outcomes (module 310)
On successful completion of the module, students will be able to describe, discuss and apply key concepts and methods analytically in order to interpret and apply the principles behind the development, implementation and evaluation of psychological processes and interventions within work and organisational psychology.

Objectives for the learning outcomes in the seminar and lectures (subject element 312)
On successful completion of the subject element, 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 analytically and critically reflective manner on analyses and forms of intervention.

By the end of the lecture series, students will be able to:
- account in a coherent manner for selected work and organisational psychology concepts, theories and empirical data relevant to illustrating a given problem
- **describe** similarities and differences between relevant theories, concepts, empirical evidence and forms of intervention

**By the end of the seminar, students will be able to:**
- select and **account in a coherent manner for** key work and organisational psychology concepts, theories and empirical evidence relevant to illustrating a given problem within the subject area covered by the seminar
- **account for** key similarities and differences between the concepts, theories and empirical data covered
- **analyse** and discuss possible interrelationships in work and organisational psychology problems from a theoretical and research perspective
- **discuss** the analysis of the problem using a coherent form of academic argumentation
- **analyse, critically reflect** upon and justify the strengths and weaknesses of work and organisational psychology processes, interventions and preventative measures.

**Objectives for the learning outcomes of the practice class (subject element 313)**
On successful completion of the subject element, students will be able to **describe** and **analyse** selected work and organisational psychology issues in relation to forms and processes of intervention as well as methods of conducting and evaluating studies, including:

- **accounting for** selected work and organisational psychology problems based on direct or indirect experience with interventions, theoretically justified forms of intervention, and methods of conducting studies and evaluations
- **analysing** directly or indirectly experienced interventions based on work and organisational psychology theories and forms of intervention, as well as methods of conducting studies and evaluations.

**Forms of teaching and working**
The teaching consists of lectures (exemplary extracts from the subject areas’ theories, methods and forms of intervention in work and organisational psychology themes), seminars (in-depth focus on a key field) and practice classes (analysing cases/clients on a relevant theoretical and methodological basis).

- **Lectures** provide a wide-ranging introduction to the field. Students are expected to prepare by reading up on the literature. Recommendations and reading lists are included in the lecture plan for the semester.
- **Seminars** facilitate detailed studies of various subject areas within the field. Students are required to participate actively by reading the literature specified in the syllabus, taking part in group discussions and, where it is called for, presenting papers, etc. Specific additional activities are stated in the course descriptions. Individual and group supervision is available in connection with writing synopses.
- As part of a **practice class**, students are expected to prepare the syllabus, take part in class discussions and, where it is called for, present papers, etc. Specific additional activities are stated in the course descriptions.

**Syllabus**
Subject element 312: 500 pages of compulsory literature are prescribed for the spot test. 600 pages
of compulsory literature and 600 pages of literature selected by the student are prescribed for the associated synopsis.
Subject element 313: 300 pages of compulsory literature and 200 pages of literature chosen by the student.

**Exam regulations**

Subject element 312:
- **FORM OF EXAM:** Free oral exam based on a synopsis
- **GRADING:** External exam
- **FORM OF ASSESSMENT:** The 7-point grading scale
- **RULES FOR GROUP EXAMS:** Students can write a synopsis as part of a group (max. three people). The oral part of the exam is taken individually. The assessment is also individual. The other students in the group are not allowed to listen in on the oral exams.
- **EXTENT:** The oral part lasts 30 minutes, including oral presentations by students. The synopsis is a maximum of six pages, irrespective of whether it is an individual or a group synopsis. Individual students’ contributions do not have to be specified in a group synopsis.
- **EXAM AIDS:** Students are permitted to use all exam aids, e.g. overheads, tables, etc.
- **SPECIAL REGULATIONS:** The exam takes the form of an oral presentation of a chosen topic followed by an examiner-led discussion between the student(s) and the internal and external examiners. The assessment is based on the written and oral performances as a whole, with the oral presentation weighted more heavily (approximately two-thirds).
- **PREREQUISITES FOR SITTING THE EXAM:** In order to sit the oral exam based on a synopsis, students must pass a spot test at the end of the lecture series. The spot test is a written University exam, graded Pass/Fail. Students have three hours to complete the exam. The answer to each question should be approx. 0.5 pages. No exam aids are permitted for spot tests. The spot test must be passed in the semester prior to the oral exam. If the spot test has not been passed in the semester prior to registration for the oral exam, the student must take the spot test again.

Subject element 313:
- **FORM OF EXAM:** Final written assignment that incorporates the literature to reflect on a problem relevant to the practice class.
- **GRADING:** Internal exam without grading
- **FORM OF ASSESSMENT:** Pass/Fail
- **RULES FOR GROUP EXAMS:** The test can only be taken individually.
- **EXTENT:** Maximum of five pages, free written take-home assignment
- **PREREQUISITES FOR SITTING THE EXAM:** Active class participation and min. 75% attendance are preconditions for submitting assignments.

**Preconditions for participation:**

Subject element 312:
None.

Subject element 313:
- The seminar (course 312) must be passed at the same time as, or prior to, the practice class.
- In addition, Professional Communication Training (subject element 361) must be passed at the same time as, or prior to, the practice class.
Module 320:
Subject element 322: Seminars and lectures (15 ECTS credits)
Subject element 323: Practice class (5 ECTS credits)

Klinisk psykologi
- Clinical Psychology

Purpose and content
Clinical Psychology deals with problems related to development, studies, interventions and evaluations of interventions in mental-health problems, including health and cultural psychology problems.

The purpose of the teaching in Clinical Psychology is to provide students with an advanced introduction to theory, research and practices relevant to the field of clinical psychology research and practice. Particular emphasis is placed on studies of and interventions in mental-health problems, ranging from everyday crises to severe psychopathology.

The key themes are psychological theories of the development of psychopathology, clinical studies of psychopathological conditions using clinical interviews and tests, methods of intervention for the prevention and treatment of mental-health problems, and methods of evaluation for the results of clinical psychological interventions. Tuition is based on empirical research, both within psychopathology and in relation to intervention as a basis for clinical practice.

The module introduces advanced theories, concepts, methods and empirical research, illustrated by case studies that place practice into a theoretical perspective.

Overall objectives for the learning outcomes (module 320)
On successful completion of the module, students will be able to describe, discuss and apply key concepts and methods analytically in order to understand and use the principles behind the development, implementation and evaluation of psychological processes and interventions in the clinical area.

Objectives for the learning outcomes in the seminar and lectures (subject element 322)
On successful completion of the subject element, students will be able to account for clinical psychology research-based theory and methodology, use it in analyses of clinical psychology problems, and relate in a critically reflective and discursive manner to analyses and intervention proposals.

By the end of the lecture series, students will be able to:
- account for key elements of clinical theories, concepts, and forms of intervention by incorporating empirical knowledge
- describe similarities and differences between clinical theories, concepts and forms of intervention by incorporating empirical knowledge.

By the end of the seminar, students will be able to:
- select and account in a coherent manner for key clinical psychology concepts, theories and empirical evidence relevant to illustrating a given problem within the subject area covered by the seminar
- account for key similarities and differences between the concepts, theories and empirical evidence
- analyse the given problem based on theory, research findings and methodological approaches
- discuss the analysis of the problem using a coherent form of academic argumentation
- analyse, relate critically and reflectively to and justify the strengths and weaknesses of clinical processes and interventions.

Objectives for the learning outcomes of the practice class (subject element 323)
On successful completion of the subject element, students will be able to:
- account – on the basis of direct or indirect experiences of interventions – for selected clinical psychology problems and for theoretically and empirically justified methods of conducting studies and evaluations and forms of intervention
- analyse, directly or indirectly, experience of interventions based on clinical psychology theories and forms of intervention, as well as methods of conducting studies and evaluations.

Forms of teaching and working
The teaching consists of lectures (exemplary extracts from the subject areas’ theories, methods and forms of intervention in clinical psychology themes), seminars (in-depth focus on a key field) and practice class (analysing cases/clients on a relevant theoretical, empirical and methodological basis).

- Lectures provide a wide-ranging introduction to the field. Students are expected to prepare by reading up on the literature. Recommendations for reading are included in the syllabus for the semester.
- Seminars facilitate detailed studies of various subject areas within the field. Students are required to participate actively by reading the literature specified in the syllabus, taking part in group discussions and, where it is called for, presenting papers, etc. Specific additional activities are stated in the course descriptions. Individual and group supervision is available in connection with writing synopses.
- The students in a practice class are expected to prepare the syllabus, take part in class discussions and, where it is called for, present papers etc. Specific additional activities are stated in the course descriptions.

Syllabus
Subject element 322: 500 pages of compulsory literature are prescribed for the spot test. 600 pages of compulsory literature and 600 pages of literature selected by the student are prescribed for the associated synopsis.
Subject element 323: 300 pages of compulsory literature and 200 pages of literature chosen by the student.

Exam regulations
Subject element 322:
- FORM OF EXAM: Free oral exam based on a synopsis
- **GRADING**: External exam
- **FORM OF ASSESSMENT**: The 7-point grading scale
- **RULES FOR GROUP EXAMS**: Students can write a synopsis as part of a group (max. three people). The oral part of the exam is taken individually. The assessment is also individual. The other students in the group are not allowed to listen in on the oral exams.
- **EXTENT**: The oral part lasts 30 minutes, including oral presentations by students. The synopsis is a maximum of six pages, irrespective of whether it is an individual or a group synopsis. Individual students’ contributions do not have to be specified in a group synopsis.
- **EXAM AIDS**: Students are permitted to use all exam aids, e.g. overheads, tables, etc.
- **SPECIAL REGULATIONS**: The exam takes the form of an oral presentation of a chosen topic followed by an examiner-led discussion between the student(s) and the internal and external examiners. The assessment is based on the written and oral performances as a whole, with the oral presentation weighted more heavily (approximately two-thirds).
- **PREREQUISITES FOR SITTING THE EXAM**: In order to sit the oral exam based on a synopsis, students must pass a spot test at the end of the lecture series. The spot test is a written University exam, graded Pass/Fail. Students have three hours to complete the exam. The answer to each question should be approx. 0.5 pages. No exam aids are permitted for spot tests.
  The spot test must be passed in the semester prior to the oral exam. If the spot test has not been passed in the semester prior to registration for the oral exam, the student must take the spot test again.

Subject element 323:

- **FORM OF EXAM**: Final written assignment that incorporates the literature to reflect on a problem relevant to the practice class.
- **GRADING**: Internal exam without grading
- **FORM OF ASSESSMENT**: Pass/Fail
- **RULES FOR GROUP EXAMS**: The test can only be taken individually.
- **EXTENT**: Maximum of five pages, free written take-home assignment
- **PREREQUISITES FOR SITTING THE EXAM**: Active class participation and min. 75% attendance are prerequisites for submitting assignments.

**Preconditions for participation:**

Subject element 322:

- None.

Subject element 323:

- The seminar (course 322) must be passed at the same time as, or prior, to the practice class.
- In addition, Professional Communication Training (subject element 361) must be passed at the same time as, or prior to, the practice class.
Module 330:
Subject element 332: Seminars and lectures (15 ECTS credits)
Subject element 333: Practice class (5 ECTS credits)

Neuro- og Informationspsykologi
- Neuropsychology and Applied Cognitive Psychology

Purpose and content
The overall purpose of the module is to provide a broad-based introduction to the understanding of the interrelationships between brain and behaviour (including cognition and emotions), and a more detailed understanding of these interrelationships within the areas covered by the seminar and the practice class. Neuropsychology and Applied Cognitive Psychology deals with problems related to studying, intervention and evaluation with regard to neuropsychological symptoms and syndromes, human-machine interaction and cognitive processes in general. Basic knowledge of neuropsychology and cognitive neuroscience, including their relation to neuro-anatomy, is introduced and discussed. Knowledge of the most important relevant research methods, neuropsychological exam methods and cognitive modelling in relation to practical assignments are introduced and discussed, as are ethical problems in neuropsychological work.

The module’s central themes are examination, counselling and treatment of adults with brain injuries and degenerative diseases of the brain, and examination, counselling and treatment of children with brain damage and developmental and learning disorders. The module covers neuropsychology and neuropsychiatry, including the neurobiological basis for psychiatric disorders, as well as cognitive neuroscience focusing on research methodology and problems associated with applied cognitive psychology. The module introduces advanced theories, concepts, methods and empirical research, illustrated by case studies that place practice into a theoretical perspective.

Overall objectives for the learning outcomes (module 330)
On successful completion of the module, students will be able to describe, discuss and apply key concepts and methods analytically in order to evaluate and assess psychological intervention and ethics in neuropsychology and psychiatry and/or applied cognitive psychology and demonstrate a more detailed understanding of how to apply these interrelationships within the seminar class and the practice class’s areas.

Objectives for the learning outcomes in the seminar and lectures (subject element 332)
On successful completion of the subject element, students will be able to account for neuro- and/or applied psychology research-based theory and methodology, use it to analyse psychological problems relevant to the subject area and relate in a critically reflective and discursive manner to analyses and intervention proposals.

By the end of the lecture series, students will be able to:
- account for key elements of neuro- and/or information-psychological theories, concepts, historicity, empirical evidence and forms of intervention
- describe similarities and differences between neuro- and/or information-psychological theories, their historicity, their concepts and forms of intervention
By the end of the seminar, students will be able to:
- account for key issues, concepts, theories and empirical knowledge in the area covered by the seminar class
- define and formulate a neuropsychological and/or information-psychological problem based upon knowledge of theories and empirical knowledge in the neuro- and/or cognitive psychological subject area
- analyse the chosen problem based on knowledge of the neuro- and/or cognitive-psychology subject area
- illustrate strengths and weaknesses of the chosen approaches to the problem by comparing with other theories and methodological approaches to the problem through demonstration of empirical knowledge
- discuss the analysis of the problem using a coherent form of academic argumentation.

Objectives for the learning outcomes of the practice class (subject element 333)
On successful completion of the subject element, students will be able to:
- account for selected neuro- and applied cognitive psychology problems on the basis of experiences, cases or exemplary practical neuro- and/or information-psychology material, and on the basis of theories and methods of study, intervention and evaluation.
- analyse direct or indirect experiences of cases, practical problems based on neuro- and/or applied cognitive psychology theories and methods of intervention, as well as methods of study and evaluation.

Forms of teaching and working
The teaching consists of lectures (exemplary extracts from the subject areas’ theories, methods and forms of intervention in neuro- and applied cognitive psychology themes), seminars (in-depth focus on a key field) and practice classes (analysing cases/clients on a relevant theoretical, empirical and methodological basis).

- Lectures provide a wide-ranging introduction to the field. Students are expected to prepare by reading up on the literature. Recommendations for reading are included in the lecture plan for the semester.
- Seminars facilitate detailed studies of various subject areas within the field. Students are required to participate actively by reading the literature specified in the syllabus, taking part in group discussions and, where it is called for, presenting papers, etc. Specific additional activities are stated in the course descriptions. Individual and group supervision is available in connection with writing synopses.
- The students in a practice class attend lectures and demonstrations, participate in exercises (e.g. in test administration), visit institutions and make individual contact with neuropsychologists — including observing and possibly participating in patient examinations — and also prepare for and give presentations in connection with the supervised written assignment on a selected (approved) subject. Students are expected to prepare by reading the literature listed on the syllabus for the teaching, take part in class discussions and, where it is called for, present papers, etc. Specific additional activities are stated in the course descriptions.
Syllabus

Subject element 332: 500 pages of compulsory literature are prescribed for the spot test. 600 pages of compulsory literature and 600 pages of literature selected by the student are prescribed for the associated synopsis.
Subject element 333: 300 pages of compulsory literature and 200 pages of literature chosen by the student.

Exam regulations

Subject element 332:
- **FORM OF EXAM**: Free oral exam based on a synopsis
- **GRADING**: External exam
- **FORM OF ASSESSMENT**: The 7-point grading scale
- **RULES FOR GROUP EXAMS**: Students can write a synopsis as part of a group (max. three people). The oral part of the exam is taken individually. The assessment is also individual. The other students in the group are not allowed to listen in on the oral exams.
- **EXTENT**: The oral part lasts approx. 30 minutes, including oral presentations by students. The synopsis is a maximum of six pages, irrespective of whether it is an individual or a group synopsis. Individual students’ contributions do not have to be specified in a group synopsis.
- **EXAM AIDS**: Students are permitted to use all exam aids, e.g. overheads, tables, etc.
- **SPECIAL REGULATIONS**: The exam takes the form of an oral presentation of a chosen topic followed by an examiner-led discussion between the student(s) and the internal and external examiners. The assessment is based on the written and oral performances as a whole, with the oral presentation weighted more heavily (approximately two-thirds).
- **PREREQUISITES FOR SITTING THE EXAM**: In order to sit the oral exam based on a synopsis, students must pass a spot test at the end of the lecture series. The spot test is a written University exam, graded Pass/Fail. Students have three hours to complete the exam. The answer to each question should be approx. 0.5 pages. No exam aids are permitted for spot tests.
  
  The spot test must be passed in the semester prior to the oral exam. If the spot test has not been passed in the semester prior to registration for the oral exam, the student must take the spot test again.

Subject element 333:
- **FORM OF EXAM**: Final written assignment that incorporates the literature to reflect on a problem relevant to the practice class.
- **GRADING**: Internal exam without grading
- **FORM OF ASSESSMENT**: Pass/Fail
- **RULES FOR GROUP EXAMS**: The test can only be taken individually.
- **EXTENT**: Maximum of five pages, free written take-home assignment
- **PREREQUISITES FOR SITTING THE EXAM**: Active class participation and min. 75% attendance are prerequisites for submitting assignments.
Preconditions for participation

Subject element 332:
  o None.

Subject element 333:
  o The seminar (course 332) must be passed at the same time as, or prior to, the practice class.
  o In addition, Professional Communication Training (subject element 361) must be passed at the same time as, or prior to, the practice class.
Module 340
Subject element 342: Seminars and lectures (15 ECTS credits)
Subject element 343: Practice class (5 ECTS credits)

Social udviklings- og integrationspsykologi
- Community Psychology

Purpose and content
Community Psychology deals with psychological intervention in social and cultural relations. A central theme is the relationship between the individual’s development of a personality and social and cultural conditions. The module introduces classification and documentation systems, how they are produced and used, and their importance for studies and interventions (e.g. psychosocial and pedagogic interventions), as well as evaluation strategies and principles for enhancing social, cultural and personal processes, methods and procedures. The module also covers the psychologist’s function in institutional, social and cultural processes, including ethical approaches demanded by different forms of understanding and intervention in real-life practice, and legal aspects of working with clients/users.

The purpose of the teaching in Community Psychology is to provide students with an advanced introduction to the theory and practices that can help create knowledge and understanding of the individual’s development and integration on the basis of social, cultural and societal conditions and opportunities.

The module introduces advanced theories, concepts, methods and empirical research, illustrated by case studies that place practice into a theoretical perspective.

Overall objectives for the learning outcomes (module 340)
On successful completion of the module, students will be able to explain, discuss and apply key concepts and methods analytically, and decide or evaluate psychological interventions in social and cultural relations.

Objectives for the learning outcomes in the seminar and lectures (subject element 342)

By the end of the lecture series, students will be able to:
- account for key elements of theories, concepts, empirical evidence and forms of intervention that are particularly relevant to illustrating a given subject or problem in the subject area
- describe similarities and differences between the relevant theories, concepts, empirical evidence and forms of intervention.

By the end of the seminar, students will be able to:
- define and formulate a community psychology problem based upon knowledge of theories and empirical knowledge in the subject area
- analyse the chosen problem based on specially selected theories and methodological approaches and empirical knowledge
- **Illustrate strengths and weaknesses** of the chosen approaches to the problem by comparing them with other theories, methodological approaches and empirical knowledge
- **Discuss** the analysis of the problem using a coherent form of academic argumentation
- **Account for** key problems, concepts, theories and empirical knowledge in the area covered by the seminar class.

**Objectives for the learning outcomes of the practice class (subject element 343)**

On successful completion of the subject element, students will be able to **describe** and **analyse** selected community-psychology problems in relation to forms and processes of intervention, as well as methods of conducting and evaluating studies, including:

- **Accounting for** selected psychological problems on the basis of direct or indirect experiences of cases/examples, practical problems and community-psychology theories and methods of intervention, as well as methods of study and evaluation
- **Analysing**, directly or indirectly, experiences of cases/practical problems based on community-psychology theories and methods of intervention, as well as methods of study and evaluation.

**Forms of teaching and working**

The teaching consists of lectures (exemplary extracts from the subject areas’ theories, methods and intervention perspectives), seminars (in-depth focus on a key field) and practice class (analysing cases/clients on a relevant theoretical and methodological basis).

- **Lectures** provide a wide-ranging introduction to the field. Students are expected to prepare by reading up on the literature. Recommendations for reading are included in the lecture plan for the semester.
- **Seminars** facilitate detailed studies of various subject areas within the field. Students are required to participate actively by reading the literature specified in the syllabus, taking part in group discussions and, where it is called for, presenting papers, etc. Specific additional activities are stated in the course descriptions. Individual and group supervision is available in connection with writing synopses.
- The students in a **practice class** are expected to prepare the syllabus, take part in class discussions and, where it is called for, present papers, etc. Specific additional activities are stated in the course descriptions.

**Syllabus**

Subject element 342: 500 pages of compulsory literature are prescribed for the spot test. 600 pages of compulsory literature and 600 pages of literature selected by the student are prescribed for the associated synopsis.

Subject element 343: 300 pages of compulsory literature and 200 pages of literature chosen by the student

**Exam regulations**

Subject element 342:
- **FORM OF EXAM**: Free oral exam based on a synopsis
- **GRADING**: External exam

37
FORM OF ASSESSMENT: The 7-point grading scale

RULES FOR GROUP EXAMS: Students can write a synopsis as part of a group (max. three people). The oral part of the exam is taken individually. The assessment is also individual. The other students in the group are not allowed to listen in on the oral exams.

EXTENT: The oral part lasts 30 minutes, including oral presentations by students. The synopsis is a maximum of six pages, irrespective of whether it is an individual or a group synopsis. Individual students’ contributions do not have to be specified in a group synopsis.

EXAM AIDS: Students are permitted to use all exam aids, e.g. overheads, tables, etc.

SPECIAL REGULATIONS: The exam takes the form of an oral presentation of a chosen topic followed by an examiner-led discussion between the student(s) and the internal and external examiners. The assessment is based on the written and oral performances as a whole, with the oral presentation weighted more heavily (approximately two-thirds).

PREREQUISITES FOR SITTING THE EXAM: In order to sit the oral exam based on a synopsis, students must pass a spot test at the end of the lecture series. The spot test is a written University exam, graded Pass/Fail. Students have three hours to complete the exam. The answer to each question should be approx. 0.5 pages. No exam aids are permitted for spot tests.

The spot test must be passed in the semester prior to the oral exam. If the spot test has not been passed in the semester prior to registration for the oral exam, the student must take the spot test again.

Subject element 343:

FORM OF EXAM: Final written assignment that incorporates the literature to reflect on a problem relevant to the practice class.

GRADING: Internal exam without grading

FORM OF ASSESSMENT: Pass/Fail

RULES FOR GROUP EXAMS: The test can only be taken individually.

EXTENT: Maximum of five pages, free written take-home assignment

PREREQUISITES FOR SITTING THE EXAM: Active class participation and min. 75% attendance are preconditions for submitting assignments.

Preconditions for participation:

Subject element 342:

None.

Subject element 343:

The seminar (course 342) must be passed at the same time as, or prior to, the practice class.

In addition, Professional Communication Training (subject element 361) must be passed at the same time as, or prior to, the practice class.
Module 350

The subject elements: 351 (10 ECTS CREDITS) or 353 (10 ECTS CREDITS)

Videregående forskningsmetode
- Advanced Research Methods

Subject element 351: Kvalitative forskningsmetoder
- Qualitative Research Methods

Purpose and content
Qualitative Research Methods deals with studying psychological problems, such as social processes and development, through planning, design, empirical data collection and analysis of qualitative data.

The module’s central themes include study design, interview-, observation- and text-analysis methods, etc. The focus is on methods of analysis for qualitative data/studies related to, among other things, Grounded Theory, the practice situation and Critical Discourse Analysis. The teaching also covers deductive, inductive and abductive data analysis.

The purpose of teaching in Qualitative Research Methods is to provide students with an advanced introduction to theory and practices that build knowledge and experience of qualitative methods in relation to the content in each of the four profession programmes.

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

- **describe** and **account for** the planning, design, implementation and analysis of research that uses qualitative research methods
- **classify** data and **analyse** and **apply** qualitative methods in applied psychology work in the form of studies, intervention, evaluation and research
- **relate analytically** and in a self-correcting manner to the methodological theories used and their own empirical work.

Forms of teaching and working
The teaching consists of classes or seminars.

- Students are expected to prepare for **class instruction** by reading up on the compulsory syllabus, which is announced at start of the course and specified for individual lessons. Students are expected to take an active part in their learning through oral presentations and discussions of the methodological theories studied, on the basis of their own and fellow students’ empirical data. They are also expected to prepare questions and problems related to their own empirical work and bring them to class.
Subject element 353: Kvantitative forskningsmetoder
- Quantitative Research Methods

Purpose and content
Quantitative Research Methods focuses on statistical procedures used in the analysis of quantitative research data, such as questionnaire responses or psychological test results. The course builds on BA Statistics I and II, but starts with a brief refresher of the subject matter.

The purpose of the teaching in Quantitative Research Methods is to provide students with an advanced introduction to the theory and practices that build knowledge and experience of quantitative methods in relation to the content in each of the four profession programmes.

Objectives for learning outcomes
On successful completion of the module, students will be able to:
- describe and account for the planning, implementation, analysis and interpretation of quantitative research. Students should know the advantages and limitations of common advanced statistical analyses.
- account for and relate critically to statistical methods as they are used in the research literature, i.e. journal articles, etc.
- select, implement and interpret methods of analysis suitable for different types of experiment.
- relate analytically and in a self-correcting manner to the methodological theories used and their own empirical work.

Form of teaching:
The teaching revolves around reviews of key theoretical subjects followed by practical exercises with and without the statistical package SPSS. The exercises relate to each of the four profession programmes.

Syllabus
Subject element 351
- 500 pages of compulsory literature
Subject element 353
- 500 pages of compulsory literature

Exam regulations
Subject element 351
- FORM OF EXAM: Written assignment
- GRADING: Internal exam without grading
- FORM OF ASSESSMENT: The 7-point grading scale
- REGULATIONS FOR GROUP TESTS: The exam can only be taken individually but the assignment may be written in a group (max. three people). For a group assignment, each student’s contribution must be clearly identified to facilitate individual assessment. A minor part of the assignment may, however, be carried out collaboratively, cf. 4.4.
- EXTENT: Maximum eight pages for one student. For two students, max. 12 pages. For three students, max. 14 pages.
- PREREQUISITES FOR SITTING THE EXAM: Active class participation and min. 75% attendance
are preconditions for submitting assignments.

Subject element 353
- FORM OF EXAM: Written exam in the University:
- GRADING: Internal exam without grading
- 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 exam.
- EXAM AIDS: Students may bring written, non-electronic exam aids.

**Prerequisites for sitting the exam:**

Subject element 351
- None.

Subject element 353
- None.
Module 360

Subject element 361 (2.5 ECTS CREDITS)

**Professionel psykologisk færdighedstræning**
- Professional Communication Training

**Purpose and content**
Interviews form a significant part of the work of the professional psychologist, e.g. in the form of evaluation and study interviews, recruitment interviews, development and coaching interviews, therapeutic interviews, etc. Training in professional communication is therefore a key element of the psychology programme.

The purpose of the module is to introduce students to psychological-theoretical perspectives on professional communication and various specific techniques and tools, as well as to provide them with the opportunity to develop the skills that enable psychologists to converse with clients on a professional level. The content of the module covers making contact, interview processes and content management, as well as the evaluation of conversations. Work is also done on the distribution of attention and observation, understanding and interpretation. In addition, client models are covered in theory and through practical exercises.

**Objectives for learning outcomes**
Through participation in the module’s activities, students demonstrate understanding of the professional conversation’s basic features, sequence and processes, and gradually increase their professional competences. By the end of the module, students will be able to:

- **account for** phases, sequence and processes in the professional conversation
- **account for** the psychologist’s role(s) in the professional conversation
- **conduct** a professional interview
- **analyse** other people’s professional conversations on the basis of observation
- **reflect** on their own role in the professional conversation and self-correct behaviour and technique on the basis of reflection
- **account for** client problems on the basis of client conversations
- **give** professional feedback on others’ interview techniques.

**Forms of teaching and working:**
The teaching takes the form of 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. Forms of learning and working include: individual and collective exercises, role-play, conversation/process analysis, reflection on own conversational style, etc.

**Syllabus**
- **200 pages of compulsory literature**

**Exam regulations**
- **FORM OF EXAM:** Minimum 75% attendance and active class participation.
- **GRADING:** Internal exam without grading
FORM OF ASSESSMENT: Pass/Fail
RULES FOR GROUP EXAMS: The exam can only be taken individually.

Prerequisites for sitting the exam:
None
Module 370
Subject element: 371 (Part I: 12.5 ECTS CREDITS) & (Part II: 0 ECTS CREDITS)

Psykologisk testning
- Psychological Testing

Purpose and content
Psychological Testing is a vital component of many areas and sub-areas of psychology. Often, testing is part of a bigger study or evaluation, but it can also be a stand-alone activity. Knowledge of what a psychological test is, the structure of psychological tests, key issues involving their use, knowledge of specific tests and skills related to different roles in testing are therefore key skills for psychologists.

The purpose of the module is for students to acquire an understanding of the basic theory of psychological testing, an introduction to a number of specific psychological tests and the opportunity to put various aspects of psychological testing into practice.

The contents of the module focus on basic concepts and principles in classical and modern test theory, the construction, administration and interpretation of psychological tests, and significant issues concerning the actual act of testing in different contexts. The module also introduces a broad range of tests at a general level, as well as a small number of tests at a more detailed, practice-oriented level.

Objectives for learning outcomes (Part I): Lectures
On successful completion of the module, students will be able to:
- identify and describe psychological tests in terms of their purpose and target group, structure, administration, scoring and interpretation of results, etc.
- account for key test-related and psychometric concepts and test-theory currents
- collate relevant information and apply this in order to assess the quality of psychological tests in relation to use, including validity and reliability
- identify and analyse relevant problems related to the evaluation of psychological tests in terms of quality, usability and limitations, as well as the extent to which they are fit for purpose
- discuss key issues in the use and interpretation of psychological tests in general, in relation to both particular groups of test-takers and different types of tests and testing methods
- score psychological tests and interpret the results.

Objectives for learning outcomes Part II: Demonstration class
Through attendance and active participation in the various activities in the test demonstration class, students take on the roles of test-taker, administrator and observer. This provides experience of:
- performing different tasks in the test administration, e.g. scoring, interpretation and feedback associated with different tests/sub-tests, including cognitive, personality tests
- observing the above processes
- implementing tests/sub-tests and receiving feedback.

Via participation, students also learn to describe specific cognitive and personality tests.

Forms of teaching and working
Lectures (Part I) and demonstration classes (Part II). The lectures concentrate on the theoretical
aspects of psychological testing, as exemplified by specific tests. The demonstration classes concentrate on practical work with specific tests.

- Students are expected to participate actively in the lectures, read the relevant parts of the subject syllabus literature and explore relevant parts of the test-specific syllabus literature.
- The demonstration classes require active participation in the various exercise activities, discussions, etc. Students are required to explore relevant parts of the test-specific syllabus literature.

**Syllabus**

700 pages of compulsory literature, divided into two types:
- broad subject-related literature linked to specific lectures
- test-specific literature with descriptions of specific tests. The purpose of this part of the syllabus is to support the student’s understanding of the specific test examples included in the lectures and support the understanding of the tests used by the demonstration classes, as well as to provide students with the opportunity to familiarise themselves further with the specific test.

**Exam regulations**

**Ordinary exam – Part I**
- **FORM OF EXAM:** Written exam in the University:
- **GRADING:** Internal exam without grading
- **FORM OF ASSESSMENT:** The 7-point scale
- **RULES FOR GROUP EXAMS:** The exam can only be taken individually.
- **EXAM AIDS:** Students may bring written, non-electronic exam aids.
- **EXTENT:** The students have five hours to write a maximum of 10 pages.
- **PREREQUISITES FOR SITTING THE EXAM:** It is a prerequisite for sitting the exam in Part I (the lecture part) that Part II (the demonstration class) is passed in the same semester or has been passed previously.

**Ordinary exam – Part II**
- **FORM OF EXAM:** 75% attendance and active participation in the demonstration class, in the form of group and individual exercises
- **GRADING:** Internal exam without grading
- **FORM OF ASSESSMENT:** Pass/Fail
- **RULES FOR GROUP EXAMS:** The exam can only be taken individually.
- **PREREQUISITES FOR SITTING THE EXAM:** It is a prerequisite for sitting the exam in Part II (the demonstration class) that Part I (the lecture part) is passed in the same semester or has been passed previously.

**Make-up exam/resit Part I**
- **FORM OF EXAM:** Written exam in the University:
- **GRADING:** Internal exam without grading
- **FORM OF ASSESSMENT:** The 7-point scale
- **RULES FOR GROUP EXAMS:** The exam can only be taken individually.
- **EXAM AIDS:** Students may bring written, non-electronic exam aids.
- **PREREQUISITES FOR SITTING THE EXAM:** It is a prerequisite for sitting the exam in Part I (the lecture part) that Part II (the demonstration class) is passed in the same semester or has been passed previously.

**Prerequisites for sitting the exam:**

- None
Module 380
Subject element: 381 (Part I: 12.5 ECTS credits) & (Part II: 7.5 ECTS credits)

Practicum
- Practicum

Purpose and content
The purpose is to provide students with relevant practical experience and skills. Practical experience consists of a focus on core competences that are central to a psychologist, irrespective of whether you work with clients, organisations or other target groups.

The practicum provides students with hands-on experience of subjects related to study, intervention and evaluation, at individual, group and/or organisation level, as well as experience with written and oral communication and the presentation of psychological questions. The emphasis is on transforming theoretical knowledge into applied practice through client contact and/or participation in research projects. Emphasis is also placed on planning, implementation and evaluation of measures to address practice-related problems and/or research projects, as well as work with ethical and legal questions and problems related to psychological practice and/or empirical research that uses human subjects.

Objectives for learning outcomes
Sub-objective I: Psychological practice activity

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

work together objectively, responsibly and ethically with relevant parties. In collaboration with the internship institution, students will be able to:
- clarify and reconcile expectations of roles
- uncover the challenges of collaboration and adapt their partnerships in relation to them

reflect on their own role and position and the importance of this in a process, including insight into their own abilities and skills

reflect on ethical challenges both in daily practice and for the psychologist profession;
- identify ethical challenges and dilemmas and
- self-correct their own input in relation to ethical challenges

perform specific tasks in core psychology areas in a professional manner and participate in the establishment of working relationships within a psychology workplace. In consultation with the institution, students will be able to:
- collate knowledge about different parties’ wishes and expectations for the work with the institution and communicate these
- account for the parameters of the partnership

participate in the study and evaluation of the problem or objective that is presented as the basis for the psychologist’s work In consultation with the institution, students will be able to:
- collate relevant knowledge (e.g. through existing information and descriptions, as well
through conversations, interviews or formal examinations)
- **incorporate relevant theory and empirical evidence** to illustrate the topical problem or objective
- **analyse** and evaluate the available knowledge, empirical evidence and research-based theory in order to clarify/expand/explore the understanding of the current problem or objective

help **draw up an action plan** for the problem or objective. In consultation with the institution, students will be able to:
- draft statements and reports, write journals and communicate orally via meetings, conferences, teaching or similar core psychological tasks relevant to practice

**assume responsibility** for psychology work In consultation with the institution, students will be able to:
- apply the basic skills and commonly used procedures of the internship institution

**participate in evaluation and follow-up** on psychology work In consultation with the institution, students will be able to:
- collate knowledge relevant to the evaluation of psychology assignments
- evaluate and interpret the work and its outcomes compared to the original plan, and participate in adjusting the plan accordingly

**perform** relevant actions that contribute to their own supervision. Students will be able to:
- identify and describe their own learning needs to the supervisor
- discuss and reflect on their own learning needs
- apply reflections to their own practice.

**B:**
During the practicum, students will participate in specific and relevant research into **planning, data collection, analysis** of data, and **communication** of the results in a research project. After the practicum, students will be able to:

work together objectively, responsibly and ethically **with relevant parties, and:**
- clarify and reconcile expectations of roles
- uncover the challenges of collaboration and adapt their partnerships in relation to them

**reflect** on their own role and position and the importance of this in a process, This includes **insight into their own abilities and skills.**

**be responsible for psychology work, or parts thereof** In consultation with the researcher/research group, students will be able to:
- use the basic skills and methods frequently used by the organisation in the research process, in connection with data collection, analysis and preparation of written material

**help** draw up an action plan for the problem. In consultation with the researcher/research group, students will be able to:
- draw together materials and communicate via presentations at meetings, conferences, or
participate in evaluations and follow up practical psychology work In consultation with the researcher/research group, students will be able to:
- collate knowledge relevant to the evaluation of psychology assignments
- evaluate and interpret the work and its effect compared to the original research question and participate in adjusting the plan accordingly

play a relevant part in their own supervision/feedback. Students will be able to:
- identify and describe their own learning needs to the supervisor
- discuss and reflect on their own learning needs
- apply reflections to their own practice.

Sub-objective I: Practicum report:
On successful completion of the module, students will be able to:
A:
- account for the institution’s core psychology areas
- describe a specific psychology problem using one or more examples (case or vignette) and account for how the problem is reflected in the daily work
- analyse the problem on the basis of relevant theories, concepts and methods, so that the relationship between practice and theory emerges
- consider how the above can be viewed on the basis of one or more of the following:
  - a) work/organisational psychology perspectives
  - b) development of a psychologist-specific professional identity
  - c) ethical reflections in a psychology context
  - d) overall social/societal perspectives.

During the practicum, students will be able to:
B:
- account for one or more of the institution’s research projects in terms of purpose, design and ongoing tasks
- describe the presentation of a specific psychological problem with the help of one or more examples, and account for how the problem is reflected in everyday work and how it forms part of the institution/organisation’s core research areas and general duties
- analyse the problem on the basis of the student’s own psychology research practice and on the basis of relevant theories, concepts and methods
- consider how the above can be viewed on the basis of one or more of the following:
  a) work/organisational psychology perspectives
  b) development of a psychologist-specific professional identity
  c) ethical reflections in a psychology context
  d) overall social/societal perspectives.

**Syllabus**
Part II: 500 pages of literature chosen by the students
Exam regulations

Part I:

- **FORM OF EXAM:** At least 85% attendance during the practicum and satisfactory participation evaluation by the supervisor at the host institution.

Part II:

- **FORM OF EXAM:** Free written take-home assignment
- **GRADING:** Internal exam without grading
- **FORM OF ASSESSMENT:** Pass/Fail
- **RULES FOR GROUP EXAMS:** The exam can only be taken individually, but the report can be written by a group (max. three people) if the students work at the same institution. For the group report, each student’s contribution must be clearly identified to facilitate individual assessment. A minor part of the assignment may, however, be carried out collaboratively, cf. 4.4.
- **EXTENT:** Maximum 15 pages. For group reports with two students, max. 22 pages, with three students, max. 26 pages.
- **SPECIAL REGULATIONS:** Students must have passed the psychological practice activity before or concurrently with the submission of the practicum report.

Prerequisites for sitting the exam:

- Students must have passed a minimum of 25 ECTS credits on the master’s programme before the practicum, including Professional Communication Training.
Module 390

Subject element 391 (30 ECTS CREDITS)

Speciale
- Master’s Thesis

Purpose and content
The purpose of the thesis is to enable students to independently process an academic problem in a psychological subject area.
The thesis involves identifying a psychological subject area and immersion in a specific problem.
The problem and the subject area for the thesis are addressed in a scientific manner, using relevant theories, concepts, methods, and empirical studies.

The treatment of the problem can utilise empirical data in at least one of the following ways:
  a. An independent empirical study is conducted, involving data collection and analysis
  b. An independent analysis is conducted of empirical data previously collected by the students themselves, e.g. during the practicum
  c. An independent analysis is performed on empirical data provided by others, e.g. the practicum institution, the department’s researchers, etc.
  d. The thesis uses the results of empirical studies conducted by other researchers in the subject area.

Objectives for learning outcomes
Through the thesis, students demonstrate extensive knowledge and independent mastery of a psychological subject area defined and limited by an academic problem, as well as mastery of relevant scientific methods. Through scientific treatment of the psychological subject matter and the academic problem, the students generate a coherent and reasoned presentation in which they demonstrate the ability to:
- **delineate** a subject area and **formulate** a problem
- **account for** the problem and the specific question’s academic and social relevance
- **source, select** and **delimit** relevant literature in relation to the problem
- **apply** the relevant theories, concepts, methods and empirical data in relation to the subject area and problem, but with an understanding of their strengths and weaknesses
- address aspects of the subject area, theoretically, methodologically and empirically, by including current research that illustrates the research question
- where possible, **apply** empirical data in at least one of the four ways listed under “purpose and content”
- to the extent that independently collated empirical data is incorporated, variables are operationalised and design, methodology and data processing of the empirical data are **accounted for**:
- **account for, analyse** and **discuss** the formulated thesis so that it represents an independently argued presentation from problem to conclusion that answers the questions on which it is based
- reach a conclusion in relation to the problem
- discuss and put into perspective the results of the analysis in relation to relevant adjacent theories, areas or results
- put the conclusion into perspective critically.

**Forms of teaching and working**
Students work independently on preparing the thesis. Supervision is available during the thesis process.

**Syllabus**
- 2,000 pages of literature chosen by the students

**Exam regulations**
The thesis must be accompanied with a summary in English (max. one standard page). The resumé is part of the overall assessment.

- **FORM OF EXAM:** Free written take-home assignment (max. 80 pages) or free written take-home assignment (max. 60 pages) with a subsequent oral exam. In the case of a written take-home assignment followed by an oral exam, the written component is weighted more heavily (approximately two-thirds).
- **GRADING:** External exam
- **FORM OF ASSESSMENT:** The 7-point scale
- **RULES FOR GROUP EXAMS:** The exam can be taken as a group exam with 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, cf. 4.4. In the case of a take-home assignment followed by an oral exam, the group members are examined individually to facilitate individual assessment. The other students in the group are not allowed to listen in on the oral exam.
- **EXTENT:** For a free written take-home assignment: for one student max. 80 pages, for two students 120 pages and for three students 140 pages. For a free written take-home assignment with subsequent oral exam: for one student max. 60 pages, for two students 90 pages and for three students 105 pages. The oral part lasts 45 minutes per student, including oral presentations by students lasting up to 10 minutes.
- **SPECIAL REGULATIONS:** In the case of a written take-home assignment without oral exam, students choose between a written statement prepared jointly by the internal and external examiners or verbal feedback. In the case of written take-home assignments with oral exam, no written statement is issued. If students have not received personal supervision at least twice while writing the thesis, it is only possible to register for the free written take-home assignment supplemented by a subsequent oral exam. If agreed in advance with the supervisor, the thesis can be written in article form. The article must be deemed by the supervisor to be almost a final draft or ready for submission to a journal. In addition to the article, an introduction is drafted in relation to the article or its subject matter, for example a more comprehensive review of the field or methodological discussions.

**Extent:** For one student, the article plus introduction combined must not exceed a maximum
Two students must write their own articles separately, but can write (parts of) the introduction jointly, as the rules for group exams must be observed (see section 4.4). The resulting product must not exceed a maximum of 75 pages.

Three students must write their own articles separately, but can write (parts of) the introduction together (see above). The resulting product must not exceed a maximum of 100 pages.

The summary must be written in English.

The assignment concludes with an individual oral exam.

**Prerequisites for sitting the exam:**

- The thesis is the final part of the master’s programme to be assessed.
Module 400
Subject elements nos. 401 (5 ECTS credits), 402 (5 ECTS credits), 410 (10 ECTS credits)

Valgfag
- Elective subject

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. Elective subjects are also offered as summer courses.

Objectives for learning outcomes
By the end of the module, students will be 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 conduct procedures relevant to the elective subject under supervision
- discuss themes/problems relevant to the elective subject or interpret cases/data related to the elective subject.

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

The following subject elements can be taken as elective subjects:
Lecture series on a programme not chosen (spot test) (5 ECTS credits)
Seminar (without spot test) on already chosen programme (10 ECTS credits)
Practice class on already chosen programme (5 ECTS credits) (only if places are available at the start of the semester)
Methods class (10 ECTS credits)
Immersion subject (5 or 10 ECTS credits)
Research activities can take the form of elective subjects – approval must be sought from the study board (5 or 10 ECTS credits)
Electives can also be chosen from subjects offered outside the Department of Psychology – approval must be sought from the study board.

Syllabus
Depends on the specific subject element chosen as elective subject.

- For subjects that comprise the series of compulsory subject elements that are selected as
elective subjects, the syllabus is described in the curriculum under the subject element concerned.

- For immersion subjects, 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 teaching programme.

**Exam regulations for the lecture series on a programme not chosen (spot test) (5 ECTS credits)**

- **FORM OF EXAM:** Written exam in the University
- **GRADING:** Internal examiner
- **FORM OF ASSESSMENT:** Pass/Fail
- **RULES FOR GROUP EXAMS:** The exam can only be taken individually.
- **EXTENT:** Students have three hours to complete the exam. The answer to each question should be approx. 0.5 pages.
- **EXAM AIDS:** No exam aids are permitted for spot tests.

**Exam regulations for subjects from other compulsory subject elements:**

- **FORM OF EXAM:** As described in the curriculum for the subject element concerned.
- **GRADING:** As described in the curriculum for the subject element concerned.
- **FORM OF ASSESSMENT:** As described in the curriculum for the subject element concerned.
- **RULES FOR GROUP EXAMS:** As described in the curriculum for the subject element concerned.
- **EXTENT:** As described in the curriculum for the subject element concerned.
- **EXAM AIDS:** As described in the curriculum for the subject element concerned.

**Exam regulations for the immersion subject**

- **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 can be a one-week assignment, or a deadline can be set/prepared at the beginning of the course. This will also be indicated in the teaching programme.
- **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, the attendance requirement...
is 75%. However, active participation presupposes full attendance. In addition to standard expectations of preparation and participation, prerequisites may include regular assignment writing, preparation of presentations, participation in midterm seminars or other assignments. Where this is the case, it will be made clear in the teaching programme.

**Prerequisites for participation:**

- Exam regulations for subjects from the series of compulsory subject elements chosen as elective subjects: As described in the curriculum for the subject element concerned.

- For immersion courses: None
7. Commencement

The curriculum comes into force on 1 September 2010 and applies to students whose programme commences on or after 1 September 2010.

As a result of the new Study Programme Order and Exam Order, changes were made in July 2010. As a result of the new Access Order, changes were made in July 2011.

The revision concerns all subject elements that have been rewritten using the terminology of the Danish qualifications framework. The exam method in Psychological Testing has also been changed. The methodology course Evaluation Research has been discontinued. As a result of the new Study Programme Order, the Master’s Admission Order and the new Exam Order, changes were also made in May 2014. The revisions were approved by the Dean on 26 June 2014 and apply to all students covered by this curriculum as per 1 September 2014.