

Module 1: Introduction to Psychology

Module title	Introduction to Psychology	
Module coordinator	-	
Contact at MHB	-	
Timescale	1st Year	1st – 2nd Semester
Duration	30 Weeks	
Language of instruction	German	
Teaching formats	Course formats	Contact hours
	Proseminar or tutorials	4
	Lecture	4
	Total	8
Self-study (preparation of classes and follow-up, completion of papers/projects, exam preparation ...)	120	
ECTS	8	
Location	Altes Gymnasium und Campus MHB	
Other institutions involved in the module	-	
Module description	<p>The module gives an introduction to psychology as an empirical science and to the study of psychology. One focus is on the history of psychology and its different trends, another on scientific work and empirical methodology.</p> <p>The course introduces students to the wide spectrum of psychology as a scientific discipline. They learn to distinguish between psychology as an empirical science and everyday or “folk psychology”. They gain insights into psychological currents (such as Gestalt psychology, psychoanalysis, behaviourism, cognitivism) and also sub-disciplines of psychology (and thus into the psychology curriculum), from basic subjects (e.g. general psychology, development psychology and differential psychology) to application subjects (primarily clinical psychology, but also industrial, organisational, educational psychology, etc.).</p> <p>The course offers a view into the basics and methods of scientific-psychological work. It presents valuable organisation tools and working techniques for students, e.g. subject-specific presentation of research findings (figures, composition of scientific publications, textual and formal standards, manuscript design). Participants get an overview of relevant journals and learn how to use databanks and search engines for literature research. They are schooled in subject-specific English terminology in preparation for the study of international literature on psychology and medicine.</p> <p>The course conveys essential methods of data collection. This part includes the theoretical fundamentals of empirical research, experimental design and operationalisation of research topics. Experimental and quasi-experimental methods are illustrated, as well as the design of observation and evaluation studies and surveys, qualitative procedures, single case studies and also ways to use research findings for the development of theories. Students are introduced to psychophysics, mental chronometry and methods of cognitive neurosciences (e.g. EEG, fMRT).</p> <p>The history of the discipline is another topic in the course, starting with its origins (early interest in soul, experience and behaviour) as an independent field of research from late in the 19th century up to</p>	

	<p>modern psychology. Psychology is presented and discussed at the interface of philosophy and natural sciences, and information is provided on the historical development of theory formation in sub-disciplines of psychology.</p>
<p>Learning objectives</p>	<p>After successful completion of the module, participants have acquired the competences to:</p> <p><i>Cognitive objectives</i></p> <ul style="list-style-type: none"> - present the development of psychology as a scientific discipline, - define individual sub-disciplines (e.g. general psychology, developmental psychology etc.), - locate paradigmatic and theoretical approaches to psychology and its disciplines into context, - define basic scientific terms and concepts, - reflect academic and practical work in psychology, - identify and explain characteristics of scientific texts and projects, - correctly describe and categorize processes of research and of scientific procedures in general, - critically reflect on assets and drawbacks as well as possibilities and limitations of various methods and approaches, - understand and apply grammar and orthography of the English terminology used in the field, <p><i>Application-related objectives</i></p> <ul style="list-style-type: none"> - conduct literature, databank, web and library researches, - assess sources of scientific information, - comply with guidelines in the composition of papers, - implement basic strategies of learning and presentation, - develop competences in planning and time management, - understand, present and discuss scientific subject matter in English, using accurate terminology, - make use of subject-specific and scientific texts for study and work purposes, - critically reflect on one's choice of discipline, <p><i>Social objectives</i></p> <ul style="list-style-type: none"> - work autonomously and efficiently as part of a team, - critically analyse and discuss topics, - present acquired knowledge to a group.
<p>Methods of examination and feedback</p>	<p>Written exam, oral exam or paper on course content. The module coordinator announces the format of the module exam at the start of the semester.</p>

Module 2: General Psychology A (Perception and cognition)

Module title	General Psychology A (Perception and cognition)	
Module coordinator	-	
Contact at MHB	-	
Timescale	1st Year	1st Semester
Duration	15 Weeks	
Language of instruction	German	
Teaching formats	Course formats	Teaching formats
	Advanced seminar	2
	Lecture	2
	Total	4
Self-study (preparation of classes and follow-up, completion of papers/projects, exam preparation ...)	120	
ECTS	6	
Location	Altes Gymnasium und Campus MHB	
Other institutions involved in the module	-	
Module description	<p>As a central basic subject of psychology, general psychology is concerned with mental functions that are common to all humans. It addresses basic laws and functions of human experience, thinking and behaviour. The perspective is multi-disciplinary and includes interfaces with biology and neurology as well as paradigms of related humanistic disciplines (philosophy and cultural reflection) referring to human experience and behaviour.</p> <p>The course gives an overview of key theories and empirical findings on perception (visual / auditory / olfactory / taste perception) and cognition (attention, working and long-term memory, problem solving and reasoning, judging and deciding).</p> <p>Building on the basic theoretical approaches presented in the lectures, seminar participants use examples and cases from practice to explore, discuss and assess specific issues from the context of fields covered in lectures. Moreover, the seminar conveys deeper insights into the functioning of human perception and cognition as well as pertinent specific research methods.</p>	
Learning objectives	<p>After successful completion of the module, participants have acquired the competences to:</p> <p><i>Cognitive objectives</i></p> <ul style="list-style-type: none"> - know theories, methods and empirical findings of general psychology (perception and cognition), - explain and differentiate basic theories and models of general psychology in terms of perception ((visual / auditory / olfactory / taste perception) and cognition (attention, working and long-term memory, problem solving and reasoning, judging and deciding), - know scientific-theoretical basics of cognitive psychology, - gain insights into overlaps and correlations with other sub-disciplines of psychology, - identify and understand principles of perception and cognition by means of general psychological methods, - gain an overview of pertinent methods, paradigms, theories and empirical findings of perception and cognition psychology, 	

	<ul style="list-style-type: none"> - comprehend correlations between theory, operationalisation and empirical testing. <p><i>Application-related objectives</i></p> <ul style="list-style-type: none"> - critically assess scientific literature, - process subject matter in a problem-oriented manner, - critically receive and present original papers, - grasp findings and discuss them in class, - give easily understandable oral and written presentations of complex issues, - critically discuss research findings, locate them in wider contexts and work out their implications for other disciplines. <p><i>Social objectives</i></p> <ul style="list-style-type: none"> - reflect one's own share of knowledge in class, - perceive and reflect response in group dynamics, work independently and efficiently as part of a team.
<p>Methods of examination and feedback</p>	<p>Written exam, oral exam or paper on course content. The module coordinator announces the format of the module exam at the start of the semester.</p>

Module 3: General Psychology B (Learning, motivation and emotion)

Module title	General Psychology B (Learning, motivation and emotion)	
Module coordinator	-	
Contact at MHB	-	
Timescale	1st Year	2nd Semester
Duration	15 Weeks	
Language of instruction	German	
Teaching formats	Course formats	Contact hours
	Advanced Seminar	2
	Lecture	2
	Total	4
Self-study (preparation of classes and follow-up, completion of papers/projects, exam preparation ...)	120	
ECTS	6	
Location	Altes Gymnasium und Campus MHB	
Other institutions involved in the module	-	
Module description	<p>The course gives an overview of key theories and empirical findings related to learning, emotion and motivation. Learning psychology addresses laws of learning in classical and operant conditioning as well as social learning and motivation psychology, including factors for initiation and retention of behaviour patterns.</p> <p>Emotion psychology is concerned with topics such as origins and functions of emotions, and their expressions in behaviour.</p> <p>Building on the basic theoretical approaches presented in the lecture, seminar participants use examples and cases from practice to explore, discuss and assess specific issues from the context of fields covered in lectures.</p>	
Learning objectives	<p>After successful completion of the module, participants have acquired the competences to:</p> <p><i>Cognitive objectives</i></p> <ul style="list-style-type: none"> - explain and differentiate theories and concepts of emotional, motivational and learning psychology, - identify overlaps and correlations with other sub-disciplines of psychology, - identify and analyse connections between theory, empirical research and application of psychological findings, - understand scientific-theoretical basics of general psychology, - critically reflect on methods and theories of general psychology and apply them to new issues or problem areas from practice, <p><i>Application-related objectives</i></p> <ul style="list-style-type: none"> - critically assess scientific literature, - process subject matter in a problem-oriented manner, - grasp findings and discuss them in class, - give easily understandable oral and written presentations of complex issues, - assess empirical studies and their relevance to practice, 	

	<ul style="list-style-type: none"> - critically discuss research findings, locate them in wider contexts and work out their implications for other disciplines, <p><i>Social objectives</i></p> <ul style="list-style-type: none"> - develop skills of discussion and differentiation, - reflect one's own share of knowledge in class, explore and analyse issues as part of a team.
<p>Methods of examination and feedback</p>	<p>Written exam, oral exam or paper on course content. The module coordinator announces the format of the module exam at the start of the semester.</p>

Module 4: Developmental Psychology A (Childhood and adolescence)

Module title	Developmental Psychology A (Childhood and adolescence)	
Module coordinator	-	
Contact at MHB	-	
Timescale	1st Year	1st Semester
Duration	15 Weeks	
Language of instruction	German	
Teaching formats	Course formats	Contact hours
	Advanced Seminar	2
	Lecture	2
	Total	4
Self-study (preparation of classes and follow-up, completion of papers/projects, exam preparation ...)	120	
ECTS	6	
Location	Altes Gymnasium und Campus MHB	
Other institutions involved in the module	-	
Module description	<p>The module illustrates human development with a focus on the period from infancy to adolescence. It describes the development according to age groups (prenatal development, earliest infancy, childhood, adolescence, entry into adulthood) and according to functional areas (development of perception, emotion, cognition, language etc.).</p> <p>The lecture offers an overview of relevant theories in developmental psychology and conveys basic terms as well as methodical approaches and paradigms (e.g. cross-sectional and longitudinal study). It covers psychoanalytical fundamentals (early analytical concepts, infant research etc.) and also modern perspectives of developmental psychology. Topics include, among others: infancy, debate on genetic disposition versus environmental impact, speech development, socialisation, moral development, the roles of family and peers, cognitive development, personality development, temperament, gender identity.</p> <p>Building on the basic theoretical approaches presented in the lecture, seminar participants use examples and cases from practice to explore, discuss and assess specific issues from the context of fields covered in lectures.</p>	

<p>Learning objectives</p>	<p>After successful completion of the module, participants have acquired the competences to:</p> <p><i>Cognitive objectives</i></p> <ul style="list-style-type: none"> - familiarise themselves with theories, research methods and key empirical findings from developmental psychology, - explain and differentiate fundamental theories and models of developmental psychology for infancy, childhood and adolescence, - identify determinants of impaired development processes and the resulting coping and defence mechanisms. <p><i>Application-related objectives</i></p> <ul style="list-style-type: none"> - critically assess scientific literature, - process subject matter in a problem-oriented manner - organise self-studies, - grasp findings and discuss them in class, - give oral and written presentations of complex issues, <p><i>Social objectives</i></p> <ul style="list-style-type: none"> - work as part of a team or group, - present, discuss and defend issues, reflect one's own share of knowledge in class.
<p>Methods of examination and feedback</p>	<p>Written exam, oral exam or paper on course content. The module coordinator announces the format of the module exam at the start of the semester.</p>

Module 5: Developmental Psychology B (Adulthood and advanced age)

Module title	Developmental Psychology B (Adulthood and advanced age)	
Module coordinator	-	
Contact at MHB	-	
Timescale	1st Year	2nd Semester
Duration	15 Weeks	
Language of instruction	German	
Teaching formats	Course formats	Contact hours
	Advanced Seminar	2
	Lecture	2
	Total	4
Self-study (preparation of classes and follow-up, completion of papers/projects, exam preparation ...)	120	
ECTS	6	
Location	Altes Gymnasium und Campus MHB	
Other institutions involved in the module	-	
Module description	<p>In conjunction with Module 4, this module conveys advanced knowledge of the fundamentals of developmental psychology for a better understanding of development as a life-long process. Here the focus is on development in adulthood and advanced age.</p> <p>The lecture offers essential information on theories, research approaches and findings from developmental psychology during these stages in life with a focus on development processes from young adulthood to advanced age. Topics include, among others: introduction to developmental psychology of adulthood, young adulthood, parenthood and family development, middle age, cognitive development and cognitive training, development of self and personality, development of intelligence and memory across the life span, autobiographic memory, ageing and images thereof, "successful" ageing and wisdom of old age.</p> <p>Building on the basic theoretical approaches presented in the lecture, seminar participants use examples and cases from practice to explore, discuss and assess specific issues from the context of fields covered in lectures.</p>	

<p>Learning objectives</p>	<p>After successful completion of the module, participants have acquired the competences to:</p> <p><i>Cognitive objectives</i></p> <ul style="list-style-type: none"> - explain and differentiate theories and models of developmental psychology of adulthood and advanced age, - explain scientific research methods used in developmental and geriatric psychology and locate them in context, <p><i>Application-related objectives</i></p> <ul style="list-style-type: none"> - critically assess scientific literature, - process subject matter in a problem-oriented manner - organise self-studies, - grasp findings and discuss them in class, - give oral and written presentations of complex issues, <p><i>Social objectives</i></p> <ul style="list-style-type: none"> - work as part of a team or group, - present, discuss and defend issues, - reflect one's own share of knowledge in class.
<p>Methods of examination and feedback</p>	<p>Written exam, oral exam or paper on course content. The module coordinator announces the format of the module exam at the start of the semester.</p>

Module 6: Social Psychology

Module title	Social Psychology	
Module coordinator	-	
Contact at MHB	-	
Timescale	3rd Year	6th Semester
Duration	15 Weeks	
Language of instruction	German	
Teaching formats	Course formats	Contact hours
	Advanced Seminar	2
	Lecture	2
	Total	4
Self-study (preparation of classes and follow-up, completion of papers/projects, exam preparation ...)	120	
ECTS	6	
Location	Altes Gymnasium und Campus MHB	
Other institutions involved in the module	-	
Module description	<p>In social psychology the focus is on the social conditionality of individual experience, thinking, behaviour and interaction. Social determinants of experiencing self and otherness, and their impact on individual development and the development of society at a collective level constitute an important basis for socio-psychological studies. Also included are individual and inter-individual phenomena, the individual in social group contexts, and intergroup relations.</p> <p>The course introduces participants to the central basics and applications of social psychology. The lecture gives an overview of core topics in the field, such as social cognition and social perception, attribution, self-concept, affiliation, pro-social and aggressive behaviour, attitudes, attitude and behaviour, attitude change, decision and performance in group contexts, social identity, intergroup relations.</p> <p>Building on the basic theoretical approaches presented in the lecture, seminar participants use examples and cases from practice to explore, discuss and assess specific issues from the context of fields covered in lectures.</p>	

<p>Learning objectives</p>	<p>After successful completion of the module, participants have acquired the competences to:</p> <p><i>Cognitive objectives</i></p> <ul style="list-style-type: none"> - Familiarise themselves with essential socio-psychological theories, research methods and core empirical findings from social psychology, - explain theories and paradigms of social psychology, - cite and argue exemplary research areas of social psychology, - understand interrelations between theory, operationalisation and empirical testing, - apply socio-psychological theories to practical applications, <p><i>Application-related objectives</i></p> <ul style="list-style-type: none"> - critically assess scientific literature, - process subject matter in a problem-oriented manner, - grasp findings and discuss them in class, - prepare and give oral, graphical and multimedia presentations of complex issues, - transfer acquired specific knowledge and competences to other applications, <p><i>Social objectives</i></p> <ul style="list-style-type: none"> - reflect one's own share of knowledge in class, work as part of a team.
<p>Methods of examination and feedback</p>	<p>Written exam, oral exam or paper on course content. The module coordinator announces the format of the module exam at the start of the semester.</p>

Module 7: Differential and Personality Psychology

Module title	Differential and Personality	
Module coordinator	-	
Contact at MHB	-	
Timescale	2nd Year	4th Semester
Duration	15 Weeks	
Language of instruction	German	
Teaching formats	Course formats	Contact hours
	Advanced Seminar	2
	Lecture	2
	Total	4
Self-study (preparation of classes and follow-up, completion of papers/projects, exam preparation ...)	120	
ECTS	6	
Location	Altes Gymnasium und Campus MHB	
Other institutions involved in the module	-	
Module description	<p>Whereas general psychology addresses basic similarities of human experience, thinking and motivation, the main focus in differential psychology is on inter-individual differences in terms of performance and personality.</p> <p>The lecture describes and explores inter-individual differences in performance and personality from various scientific perspectives. It presents key paradigms and methods of differential psychology. Other topics are intelligence as a construct, structure theories of intelligence, and factor-analytical and psychodynamic models of personality psychology. Stability and variability of personality traits and behaviour are considered against the background of individual social and cultural influences.</p> <p>Building on the basic theoretical approaches presented in the lecture, seminar participants use examples and cases from practice to explore, discuss and assess specific issues from the context of fields covered in lectures.</p>	

<p>Learning objectives</p>	<p>After successful completion of the module, participants have acquired the competences to:</p> <p><i>Cognitive objectives</i></p> <ul style="list-style-type: none"> - know and define key terms and theories of differential and personality psychology, - assess methods and empirical findings and locate them in context, - outline classic and modern approaches of describing and analysing human personality and discuss their differences and similarities, - understand factors influencing the shaping of individual personality, <p><i>Application-related objectives</i></p> <ul style="list-style-type: none"> - critically assess scientific literature on differential psychology, - process subject matter in a problem-oriented manner, - locate research findings in wider contexts, discuss them and define their significance for other disciplines, <p><i>Social objectives</i></p> <ul style="list-style-type: none"> - work autonomously and efficiently as part of a team, - develop skills of discussion and differentiation.
<p>Methods of examination and feedback</p>	<p>Written exam, oral exam or paper on course content. The module coordinator announces the format of the module exam at the start of the semester.</p>

Module 8: Psychological Diagnostics and Test Theory

Module title	Psychological Diagnostics and Test Theory	
Module coordinator	-	
Contact at MHB	-	
Timescale	3rd Year	5th Semester
Duration	15 Weeks	
Language of instruction	German	
Teaching formats	Course formats	Contact hours
	Advanced Seminar	2
	Lecture	2
	Seminar or Tutorial	2
	Total	6
Self-study (preparation of classes and follow-up, completion of papers/projects, exam preparation ...)	150	
ECTS	8	
Location	Altes Gymnasium und Campus MHB	
Other institutions involved in the module	-	
Module description	<p>Knowledge about personality and differential psychology is broadened to include theories and methods of diagnostics.</p> <p>The combination of diagnostic methodology with the differential-psychological approach forms an integral part of the course. The lecture covers fundamentals of classic and probabilistic test theory with the aim to convey important details on formal basics of psychological tests and questionnaire-based surveys and the competences to critically interpret test procedures. Another focus is on selected test procedures and their analysis (in terms of quality requirements and test quality criteria).</p> <p>The course serves to study and deepen lecture contents in two areas. The first area is test application and usage in clinical and non-clinical contexts. The second important area comprises questionnaire and test design as well as common procedures of test validation.</p> <p>Fundamentals and application fields of psychological diagnostics are presented in this course, with a view to diagnostic process, diagnostic judgement and compilation of expert reports. Supplementary to course units on test theory and test design, there will be sessions on psychological tests and formats like interview, assessment center and behaviour observation in various applications and their respective strengths and deficits. Further topics are quality assurance, ethical aspects and potential problems in judgement formation, as well as appropriate and comprehensible communication of findings.</p>	

<p>Learning objectives</p>	<p>After successful completion of the module, participants have acquired the competences to:</p> <p><i>Cognitive objectives</i></p> <ul style="list-style-type: none"> - explain the fundamentals of classic and probabilistic test theory and their significance for test and questionnaire design including evaluation, - explain how to design scales, test procedures and questionnaires, - realistically assess the effort required to design tests and questionnaires, and plan accordingly, - explain how to employ and interpret scales, test procedures and questionnaires in differential diagnostics for purposes of research and (clinical) practice, - expand on forms and possibilities of psychological diagnostics in various applications (e.g. school psychology, clinical psychology, rehabilitation psychology), - assess procedures in personality and performance diagnostics for quality criteria, - evaluate the indication for specific test procedures, - understand psychological diagnostics as a process, - know about questions and aspects involved in ethics and quality assurance, <p><i>Application-related objectives</i></p> <ul style="list-style-type: none"> - assess and evaluate inventories and questionnaires in terms of parameters, scale and item characteristics and standardisation, - select and apply test tools for diagnostic purposes, - create items based on theoretical assumptions and evaluate them, - create scales based on theoretical assumptions and evaluate them, - calculate and interpret item and scale characteristics as well as test models in a statistics software (e.g. R) on the basis of classic and probabilistic test theory, - design simple inventories and questionnaires and plan their validation, - select appropriate test procedures for a specific issue, - identify and avoid errors in judgement formation, - communicate diagnostic findings, <p><i>Social objectives</i></p> <ul style="list-style-type: none"> - ensure an adequate and ethical approach in communicating test and anamnesis results to different target groups (e.g. patients, affected individuals, relatives, health care professionals), - constructively and scientifically resolve contradictions in diagnostic findings and modelling, - work autonomously and efficiently as part of a team, - develop skills of discussion and differentiation.
<p>Methods of examination and feedback</p>	<p>Written exam, oral exam or paper on course content. The module coordinator announces the format of the module exam at the start of the semester.</p>

Module 9: Biological Psychology A (Basics)

Module title	Biological Psychology A (basic)	
Module coordinator	-	
Contact at MHB	-	
Timescale	2nd Year	3rd Semester
Duration	15 Weeks	
Language of instruction	German	
Teaching formats	Course formats	Contact hours
	Advanced Seminar	2
	Lecture	2
	Total	4
Self-study (preparation of classes and follow-up, completion of papers/projects, exam preparation ...)	120	
ECTS	6	
Location	Altes Gymnasium und Campus MHB	
Other institutions involved in the module	-	
Module description	<p>The course conveys the biological principles of human experience, thinking and behaviour.</p> <p>In accordance with the focus in the Bachelor programme, the course presents the basics of biological psychology in terms of the basic structure of the human brain and the function of the nervous system including the mechanisms of psycho-pharmacological interventions. Moreover, it conveys the fundamentals of biopsychological methods (e.g. imaging techniques). Topics of the module, among others: functional neuroanatomy and methods of biological psychology; neuronal activity and neurochemical communication; sensory physiology; neuronal plasticity; hormones, sleep, dream and circadian rhythms.</p> <p>Building on the basic theoretical approaches presented in the lecture, seminar participants use examples and cases from practice to explore, discuss and assess specific issues from the context of fields covered in lectures.</p>	

<p>Learning objectives</p>	<p>After successful completion of the module, participants have acquired the competences to:</p> <p><i>Cognitive objectives</i></p> <ul style="list-style-type: none"> - acquire a solid basis of knowledge on biological structures and functions which have a considerable impact on human behaviour and experience or facilitate it in the first place, - gain a comprehensive overview of latest biopsychological methods, - elucidate design and structure of the human nervous system, - explain key functions of the nervous system (e.g. neuronal communication), - describe ontogeny and phylogeny of the brain, - explain the fundamentals of psychopharmacology, - locate methods and applications of cognitive neuroscience in context, - describe the neuronal principles and functional neuroanatomy of sensing and perception, motor function and movement, <p><i>Application-related objectives</i></p> <ul style="list-style-type: none"> - critically assess scientific literature, - process subject matter in a problem-oriented manner, - grasp findings and discuss them in class, <p><i>Social objectives</i></p> <ul style="list-style-type: none"> - critically reflect theoretic background information and discourse, - work as part of a team or group, present subject matter to an expert audience for discussion.
<p>Methods of examination and feedback</p>	<p>Written exam, oral exam or paper on course content. The module coordinator announces the format of the module exam at the start of the semester.</p>

Module 10: Biological Psychology B (cognitive, affective, social and clinical neurosciences)

Module title	Biological Psychological B (cognitive, affective, social and clinical neurosciences)	
Module coordinator	-	
Contact at MHB	-	
Timescale	2nd Year	4th Semester
Duration	15 Weeks	
Language of instruction	German	
Teaching formats	Course formats	Contact hours
	Advanced Seminar	2
	Lecture	2
	Total	4
Self-study (preparation of classes and follow-up, completion of papers/projects, exam preparation ...)	120	
ECTS	6	
Location	Altes Gymnasium und Campus MHB	
Other institutions involved in the module	-	
Module description	<p>In continuation of module 9, this module expands biological psychology to include cognitive, affective, social and clinical neuroscience.</p> <p>Taking the contents of biological psychology A as a starting point, acquired knowledge of basic psychology in theory and practice will be extended to primarily include clinical aspects (biological determinants of mental disorders), affective and social factors of behaviour, and the biological basis of cognitive processes (attention, memory, language, executive functions, decision-making).</p> <p>Building on the basic theoretical approaches presented in the lecture, seminar participants use examples and cases from practice to explore, discuss and assess specific issues from the context of fields covered in lectures.</p>	

<p>Learning objectives</p>	<p>After successful completion of the module, participants have acquired the competences to:</p> <p><i>Cognitive objectives</i></p> <ul style="list-style-type: none"> - acquire knowledge of biological structures and functions which control human cognition, - gain a comprehensive overview of latest biopsychological theories and findings on the neuronal principles of cognitive, affective, social and clinical processes and changes, - familiarise themselves with the biological fundamentals of major mental disorders including the relevant group of psychotropic drugs and their effects, <p><i>Application-related objectives</i></p> <ul style="list-style-type: none"> - critically assess scientific literature, - identify and explain indications for psychotropic drugs by means of clinical examples, - grasp findings and discuss them in class, <p><i>Social objectives</i></p> <ul style="list-style-type: none"> - critically reflect theoretic background information and discourse, - work as part of a team or group, present subject matter to an expert audience for discussion.
<p>Methods of examination and feedback</p>	<p>Written exam, oral exam or paper on course content. The module coordinator announces the format of the module exam at the start of the semester.</p>

Module 11: Clinical Psychology and Psychotherapy 1: Basics

Module title	Clinical Psychology and Psychotherapy 1: Basics	
Module coordinator	-	
Contact at MHB	-	
Timescale	2nd Year	3rd Semester
Duration	15 Weeks	
Language of instruction	German	
Teaching formats	Course formats	Contact hours
	Advanced Seminar	2
	Lecture	2
	Total	4
Self-study (preparation of classes and follow-up, completion of papers/projects, exam preparation ...)	120	
ECTS	6	
Location	Altes Gymnasium und Campus MHB	
Other institutions involved in the module	-	
Module description	<p>Clinical psychology is concerned with aetiology, diagnostics and therapy of mental disorders and conspicuous behaviour. Accordingly, the module offers an introductory overview of scientific approaches and methodology.</p> <p>The course gives a review of the history and current developments in clinical psychology, theories and forms of intervention as well as basic information on various schools of therapy and their respective images of man. It illustrates framework models of clinical psychology, pathological concepts and treatments. Students are familiarised with diagnostic manuals required for classification (ICD, DSM, ICF, OPD). Module contents comprise: clinical psychology, health psychology, psychotherapy, counselling; history (different understandings of psyche-related truths through different historical epochs); health concepts, salutogenesis, quality of life; concepts of illness; diagnostics; stress, psycho-neuroimmunology.</p> <p>Building on the basic theoretical approaches presented in the lecture, seminar participants use examples and cases from practice to explore, discuss and assess specific issues from the context of fields covered in lectures.</p>	

<p>Learning objectives</p>	<p>After successful completion of the module, participants have acquired the competences to:</p> <p><i>Cognitive objectives</i></p> <ul style="list-style-type: none"> - explain paradigmatic fundamentals and framework models of clinical psychology and locate them in context, - elucidate the basics of different schools of therapy in child, adolescent and adult psychotherapy, - assess indications for various psychotherapy methods (e.g. behaviour therapy vs. psychodynamic therapies, depth psychological therapy vs. psychoanalysis etc.), - illustrate the historical development of clinical psychology including current trends, <p><i>Application-related objectives</i></p> <ul style="list-style-type: none"> - critically assess scientific literature, - categorize mental disorders by means of pertinent classification manuals (ICD, DSM, ICF, OPD), - identify specific mental disorders based on clinical examples and give substantiated therapy recommendations, - grasp findings and discuss them in class, <p><i>Social objectives</i></p> <ul style="list-style-type: none"> - work as part of a team, - present compiled knowledge to a group, reflect one's own share of knowledge in class.
<p>Methods of examination and feedback</p>	<p>Written exam, oral exam or paper on course content. The module coordinator announces the format of the module exam at the start of the semester.</p>

Module 12: Clinical Psychology and Psychotherapy 2: Behaviour therapeutic approaches

Module title	Clinical Psychology and Psychotherapy 2: Behaviour therapeutic approaches	
Module coordinator	-	
Contact at MHB	-	
Timescale	2nd Year	4th Semester
Duration	15 Weeks	
Language of instruction	German	
Teaching formats	Course formats	Contact hours
	Advanced Seminar	2
	Lecture	2
	Total	4
Self-study (preparation of classes and follow-up, completion of papers/projects, exam preparation ...)	120	
ECTS	6	
Location	Altes Gymnasium und Campus MHB	
Other institutions involved in the module	-	
Module description	<p>The module familiarises students with cognitive behavioural and behaviour therapeutic approaches to questions from clinical psychology and psychotherapy.</p> <p>The focus is on behaviour therapeutic approaches including their historical development, definition, diagnostics, scientific perspectives and treatment methods. This comprises classic concepts (classic and operant conditioning, Pawlow, Skinner, Watson) as well as modern approaches of cognitive therapy. The course conveys fundamentals of behaviour therapeutic diagnostics, followed by disorder-specific and non-specific interventions. Further topics: historical development, psychological basics and process model of behaviour therapy; behaviour analysis, non-specific interventions (relaxation techniques, biofeedback, training in social skills and problem solving, cognitive reframing, cognitive bias modification) and disorder-specific interventions (e.g. in anxiety disorders, depression and addictions).</p> <p>Building on the basic theoretical approaches presented in the lecture, seminar participants use examples and cases from practice to explore, discuss and assess specific issues from the context of fields covered in lectures.</p>	

<p>Learning objectives</p>	<p>After successful completion of the module, participants have acquired the competences to:</p> <p><i>Cognitive objectives</i></p> <ul style="list-style-type: none"> - elucidate the historical development and scientific-theoretical basics of behaviour therapy (BT), - explain latest developments in BT and locate them in context, - describe indication and contraindication for BT, - define specific BT interventions formats, <p><i>Application-related objectives</i></p> <ul style="list-style-type: none"> - critically assess scientific literature, - associate specific BT intervention formats with clinical examples, - grasp findings and discuss them in class, <p><i>Social objectives</i></p> <ul style="list-style-type: none"> - reflect the theoretical content and clinical intervention formats of BT in a self-referential manner, - present and competently discuss issues, work autonomously and efficiently as part of a team
<p>Methods of examination and feedback</p>	<p>Written exam, oral exam or paper on course content. The module coordinator announces the format of the module exam at the start of the semester.</p>

Module 13: Clinical Psychology and Psychotherapy 3: Psychodynamic approaches

Module title	Clinical Psychology and Psychotherapy 3: Psychodynamic approaches	
Module coordinator	-	
Contact at MHB	-	
Timescale	3rd Year	6th Semester
Duration	15 Weeks	
Language of instruction	German	
Teaching formats	Course formats	Contact hours
	Advanced Seminar	2
	Lecture	2
	Total	4
Self-study (preparation of classes and follow-up, completion of papers/projects, exam preparation ...)	120	
ECTS	6	
Location	Altes Gymnasium und Campus MHB	
Other institutions involved in the module	-	
Module description	<p>In conjunction with behaviour therapeutic approaches, the module addresses scientific basics, theories and models of psychoanalysis and psychodynamic approaches (traits and characteristics, individual therapies, various disorders and methods of treatment).</p> <p>The module explores and conveys mental disorders as functional constructs. The analysis includes the study of neuroses, conscious and subconscious perception, affects, emotions and sensations as well as symptoms as part of a dynamic construct. Conflict, defence and coping mechanisms are major topics. Other topics are various psychoanalytical models and theories such as drive theory, ego and self psychology, object relations theory, attachment theory and mentalisation.</p> <p>The focus is not only on historical development but – according to the classic definition – on presenting psychoanalysis as (a) the theory about human personality, (b) a method to treat mental disorders, (c) a method to explore subconscious processes, and (d) a socio-critical approach.</p> <p>Building on the basic theoretical approaches presented in the lecture, seminar participants use examples and cases from practice to explore, discuss and assess specific issues from the context of fields covered in lectures.</p>	

<p>Learning objectives</p>	<p>After successful completion of the module, participants have acquired the competences to:</p> <p><i>Cognitive objectives</i></p> <ul style="list-style-type: none"> - elucidate the historical development and scientific-theoretical basics of psychotherapy and psychoanalysis, - explain latest trends in the field (e.g. transference-focused psychotherapy) and locate them in context, - describe indication and contraindication, - define specific interventions (e.g. interpretation, countertransference, free association), <p><i>Application-related objectives</i></p> <ul style="list-style-type: none"> - critically assess scientific literature, - perceive and describe psychodynamic processes (e.g. countertransference phenomena, defence mechanisms), - grasp findings and discuss them in class, <p><i>Social objectives</i></p> <ul style="list-style-type: none"> - reflect upon psychodynamic processes (e.g. countertransference phenomena, defence mechanisms), - work autonomously and efficiently as part of a team, present, discuss and defend positions.
<p>Methods of examination and feedback</p>	<p>Written exam, oral exam or paper on course content. The module coordinator announces the format of the module exam at the start of the semester.</p>

Module 14: Health Psychology

Module title	Gesundheitspsychologie	
Module coordinator	-	
Contact at MHB	-	
Timescale	1st Year	1st - 2nd Semester
Duration	30 Weeks	
Language of instruction	German	
Teaching formats	Course formats	Contact hours
	Advanced Seminar	2
	Lecture	4
	Total	6
Self-study (preparation of classes and follow-up, completion of papers/projects, exam preparation ...)	180	
ECTS	9	
Location	Altes Gymnasium und Campus MHB	
Other institutions involved in the module	-	
Module description	<p>Health psychology is concerned with an understanding of man from biomedical, psychosocial and socio-cultural perspectives (simultaneous observation from double perspective) with a focus not on pathogenesis but on health promoting factors. Disciplines like biology, medicine, anthropology and philosophy are integrated into health psychology concepts for this purpose.</p> <p>The course presents the fundamentals of modern health psychology in the sense of personal psychology (and its basics from personal medicine) and illustrates the history of health psychology including historical and current concepts.</p> <p>Interdisciplinary origins as presented in lecture A will be expanded and linked up with issues from health psychology in research and practice. Topics: introduction to applications of health psychology, prevention, models of health-related behaviour, communication in health promotion, public health strategies, evaluation of health-psychological programmes, occupational health promotion, health promotion in chronic illness and rehabilitative measures.</p> <p>Building on the basic theoretical approaches presented in the lecture, seminar participants use examples and cases from practice to explore, discuss and assess specific issues from the context of fields covered in lectures.</p>	

<p>Learning objectives</p>	<p>After successful completion of the module, participants have acquired the competences to:</p> <p><i>Cognitive objectives</i></p> <ul style="list-style-type: none"> - elucidate the historical development and scientific-theoretical fundamentals of health psychology, - explain concepts of health psychology, - explain paradigmatic approaches (psychology, biology, medicine, sociology, anthropology and philosophy), - explain the biopsychosocial model in terms of pertinent socio-cultural aspects, <p><i>Application-related objectives</i></p> <ul style="list-style-type: none"> - critically assess scientific literature - grasp findings and discuss them in class, <p><i>Social objectives</i></p> <ul style="list-style-type: none"> - reflect on one's own development, socialisation and personality traits, critically reflect on theoretical foundations and discourse.
<p>Methods of examination and feedback</p>	<p>Written exam, oral exam or paper on course content. The module coordinator announces the format of the module exam at the start of the semester.</p>

Modul 15: Kliniktag und TRIK

Module title	Kliniktag und TRIK	
Module coordinator	-	
Contact at MHB	-	
Timescale	1st and 2nd Year	1st – 4th Semester
Duration	60 Weeks	
Language of instruction	German	
Teaching formats	Course formats	Contact hours
	TRIK Seminar	2
	Praktische Tätigkeit	24
	Total	
Self-study (preparation of classes and follow-up, completion of papers/projects, exam preparation ...)	120	
ECTS	20	
Location	Altes Gymnasium und Campus MHB Practical activities at clinical facilities of cooperation partners in Brandenburg	
Other institutions involved in the module	Ruppiner Kliniken Salus Kliniken	
Module description	<p>The module serves to convey core contents of practical activities with health-psychological orientation. This refers to understanding of illness, options of intervention, concept of man and practice-related competences.</p> <p>The Clinic Day is scheduled for the first four semesters and is accompanied by one TRIK seminar per semester. Students perform primarily clinical-psychological activities on Clinic Days. They are introduced to patients and their respective conditions, differential-diagnostic issues, work in multi-professional teams and therapy interventions in practice. The focus on Clinic Days is on how to experience and structure patient relationships. The format conveys fundamentals of clinical activity and communication as well as diagnostic and interventional skills.</p> <p>Accompanying TRIK seminars offer a platform for practice, reflection, intervision and communication.</p> <p>An essential aim of TRIK seminars is the conveyance and practice of competences in relationship building. In addition to basics of communication psychology, the seminars offer self-awareness training via role plays. Students learn to develop an empathetic attitude and acquire skills of successful communication with patients, family, colleagues and other staff.</p> <p>Acquired knowledge can thus be tested in day-to-day clinical practice, and regular feedback fosters an intensive process of development and learning.</p> <p>The idea is progressive learning via repetition of acquired know-how and competences over four semesters.</p> <p>Main topics:</p> <ul style="list-style-type: none"> • 1st semester: fundamentals of clinical work and communication • 2nd semester: fundamentals of anamnesis and psychopathological result • 3rd semester: health behaviour and prevention • 4th semester: specific diagnostics and intervention 	

<p>Learning objectives</p>	<p>After successful completion of the module, participants have acquired the competences to:</p> <p><i>Cognitive objectives</i></p> <ul style="list-style-type: none"> - familiarise themselves with basic knowledge of diagnostics, - elucidate basics of communication (models, interaction, specific setting), - explain significance structure and content of psychopathological findings, - know the elements of specific anamneses, - know basic theories and paradigmatic approaches of resource activation, health promotion and rehabilitation, - know the determinants of health and illness, - know various procedures of psychometric testing and classify them in terms of indication, structure, implementation and interpretation, <p><i>Application-related objectives</i></p> <ul style="list-style-type: none"> - learn about the clinical structures and processes in healthcare facilities, - identify professional groups and their specific characteristics, - contrast characteristics of multi-professional collaboration in patient care, - apply theoretical knowledge in patient contact under supervision, - conduct supportive conversation with patients, - perform, write up and interpret specific anamneses, - carry out, write up and interpret the essentials of psychopathological findings, - conduct supportive and interventive conversations, - guide patients through relaxation exercises, <p><i>Social objectives</i></p> <ul style="list-style-type: none"> - reflect one's own share in the treatment team, - perceive and analyse group processes in the treatment team, - perceive and analyse countertransference phenomena in patient contacts, - adopt the patient perspective in role plays, - develop social skills to express one's own wishes and objectives in a socially appropriate manner, give and receive feedback on a regular basis and according to pertinent rules
<p>Methods of examination and feedback</p>	<p>Written reflection, oral exam or practical-clinical exam (OSCE). The module coordinator announces the format of the module exam at the start of the semester.</p>

Module 16: Statistics 1

Module title	Statistics 1	
Module coordinator	-	
Contact at MHB	-	
Timescale	1st Year	2nd Semester
Duration	15 Weeks	
Language of instruction	German	
Teaching formats	Course formats	Contact hours
	Lecture	2
	Übung oder Proseminar	2
	Total	4
Self-study (preparation of classes and follow-up, completion of papers/projects, exam preparation ...)	120	
ECTS	6	
Location	Altes Gymnasium und Campus MHB	
Other institutions involved in the module	-	
Module description	<p>The module addresses the basic aspects of empirical research with a major focus on psychological experimental research, starting with the scientific evaluation and planned modification of theories.</p> <p>Participants are taken through the entire research process, from the theoretically and formally viable derivation of issues and statistical hypothesising to operationalisation, observation, measuring, measurement quality and data aggregation.</p> <p>They are familiarised with processes and standards of research planning, implementation, interpretation and reporting, with the aid of examples from research practice.</p> <p>Course contents cover descriptive statistics and the basics of probability theory. Included in descriptive statistics are random sampling, parameters, coefficients and level of data for hypothesis testing. Typical descriptive coefficients, parameter assessment and data distribution are introduced in this context. The course is completed by a presentation of initial inferential statistical methods (e.g. t test, chi-square test, Wilcoxon and distributional assumptions).</p> <p>In the tutorial participants autonomously retrace the formation of questions and hypotheses, operationalisation, research and test planning. Parallel to lectures they learn to handle statistics software (e.g. R and RStudio) and conduct various core procedures used in psychology. Fundamentals of distribution are introduced and tested with initial inferential statistical procedures, using a small-scale self-crated set of data.</p>	

<p>Learning objectives</p>	<p>After successful completion of the module, participants have acquired the competences to:</p> <p>Cognitive objectives</p> <ul style="list-style-type: none"> • identify, describe and evaluate theories, • derive research questions from theories, • derive formally viable scientific hypotheses from questions, • derive statistical and operationalised hypotheses from scientific hypotheses, • derive experimental and quasi-experimental designs for statistical hypotheses and assess the extent of their validity, • describe data in terms of core concepts, graphical methods and statistical coefficients, • identify and evaluate correlations and differences in aggregate data, • elucidate structure and syntax of subject-specific statistics programmes (e.g. R), • differentiate simple inferential statistical tests, <p>Application-related objectives</p> <ul style="list-style-type: none"> • transform theoretical statements into research questions for purposes of synthesis, specification or falsification, • transform content-related questions into statistical questions, • select and apply descriptive and simple univariate inferential statistical methods for scientific questions and assess the extent of their validity, • read, interpret and analyse theoretical representations and empirical findings, • autonomously conduct simple theory modifications based on results, • autonomously apply a statistics software for rehearsed techniques to new questions and hypotheses, • format data sets, import and export data sets to a statistics software, • generate and describe suitable scientific graphics, • generate and describe suitable scientific charts, • check data for distributional assumptions, <p>Social objectives</p> <ul style="list-style-type: none"> • work autonomously and efficiently as part of a team, • present, discuss and defend findings, • explore and critically reflect topics in a group, • initiate a scientific dispute in a polite and factual manner, • make an affective and cognitive distinction between intended scientific dispute and personal dispute.
<p>Methods of examination and feedback</p>	<p>Written exam, oral exam or paper on course content. The module coordinator announces the format of the module exam at the start of the semester.</p>

Module 17: Statistics 2

Module title	Statistics 2	
Module coordinator	-	
Contact at MHB	-	
Timescale	2nd Year	3rd Semester
Duration	15 Weeks	
Language of instruction	German	
Teaching formats	Course formats	Contact hours
	Lecture	2
	Übung	2
	Total	4
Self-study (preparation of classes and follow-up, completion of papers/projects, exam preparation ...)	120	
ECTS	6	
Location	Altes Gymnasium und Campus MHB	
Other institutions involved in the module	-	
Module description	<p>In continuation of module 16 (Statistics 1), this module gives an introduction to inferential statistics. Various statistical procedures checking correlations and differences, including pertinent requirements and applications, are presented with reference to existing and potential psychological research questions and designs. The focus of investigation is on parametric and non-parametric, uni- and multi-factorial, multi-variate, regression and variance-analytical methods and their basic models. Participants are familiarised with, and trained to handle, a number of further models of clustering (e.g. k-means, MDS), item reduction and scale check (CFA, EFA) and hierarchical modelling (e.g. HLM, path analyses). Subsequently they discuss cross-study procedures such as various approaches and requirements of meta analysis.</p> <p>Parallel to lectures, tutorials serve to assess and interpret all presented models along empirical and simulated data sets by means of statistics software (e.g. R) and locate these interpretations in content and form in the theoretical context.</p>	

<p>Learning objectives</p>	<p>After successful completion of the module, participants have acquired the competences to:</p> <p>Cognitive objectives</p> <ul style="list-style-type: none"> • read, interpret and understand inferential statistical analyses and present them orally or in writing, • describe the correlation between descriptive statistics and inferential statistics, • assess and plan requirements involved in empirical execution and analysis, • select appropriate methods for evaluating research questions and data material, • reliably assess the theoretical limitations of specific analysis results, <p>Application-related objectives</p> <ul style="list-style-type: none"> • integrate formal and content-related approaches (orally and in writing), • make a priori assessments of research designs and the data quality to be expected, • design research projects to include the possibility of hypothesis testing, • present and describe statistical theoretical models (e.g. regression models) and locate them in the context of the pertinent research question, • plan empirical studies, experiments and quasi-experiments, • conduct autonomous evaluations of empirical studies by means of a statistics software (e.g. R), • generate and interpret analytical graphics for the selection of appropriate procedures (e.g. QQ plot, Cook Lines, scree test/parallel analysis according to Horn, cluster plot) • report and interpret inferential statistical findings from APA-standardised statistics programmes, • assess and classify existing empirical studies in terms of the quality of methods applied and also in terms of research practice, <p>Social objectives</p> <ul style="list-style-type: none"> • work autonomously and efficiently as part of a team, • present, discuss and defend findings, • explore and critically reflect topics in a group, • initiate a scientific dispute in a polite and factual manner, • make an affective and cognitive distinction between intended scientific dispute and personal dispute.
<p>Methods of examination and feedback</p>	<p>Written exam, oral exam or paper on course content. The module coordinator announces the format of the module exam at the start of the semester.</p>

Modul 18: Qualitative Verfahren

Module title	Statistik 2	
Module coordinator	-	
Contact at MHB	-	
Timescale	2nd Year	3rd Semester
Duration	15 Weeks	
Language of instruction	German	
Teaching formats	Course formats	Contact hours
	Lecture	2
	Advanced Seminar or Tutorial	2
	Total	4
Self-study (preparation of classes and follow-up, completion of papers/projects, exam preparation ...)	90	
ECTS	5	
Location	Altes Gymnasium und Campus MHB	
Other institutions involved in the module	-	
Module description	<p>The module gives an overview of deductive, inductive and abductive qualitative research methods. Participants are familiarised with approaches to theory-guided analysis, re-interpretation, classification, re-classification, categorisation, decategorisation and synthesis of human utterance.</p> <p>Selection and consideration of various methods are presented against the background of research questions and – in some instances – of hypotheses as well. These methods comprise, among others: casuistry, variants of document analysis, documentary method, techniques of Grounded Theory, and objective hermeneutics. Included is a presentation of pertinent open and partially open interviews, method of thinking aloud, technology-based observation methods (e.g. videography) and their standards. Mixed methods and triangulation techniques are considered in relation to quantitative procedures from Statistics 1 and Statistics 2. Another focus is on epistemological framework conditions and procedures of theory formation.</p> <p>In the tutorial participants learn to apply methods presented in the lecture to their own data material and independently choose procedures along selected research questions. Methods are practised and rehearsed in reference to each other, in particular with a view to securing results. Triangulation and mixed method designs are rehearsed by means of statistics software (e.g. R) and selected linguistic analysis software.</p>	

<p>Learning objectives</p>	<p>After successful completion of the module, participants have acquired the competences to:</p> <p>Cognitive objectives</p> <ul style="list-style-type: none"> • locate various qualitative methods in epistemological contexts, • name process characteristics and standards of qualitative research, • enumerate requirements for various qualitative approaches, • describe the specific validity range of various applications of qualitative methods, • relate qualitative methods of analysis to research issues, • distinguish between theoretical limitations and validity range of different qualitative approaches, • enumerate techniques of unbiased open interview and participatory observation, <p>Application-related objectives</p> <ul style="list-style-type: none"> • select suitable qualitative and/or quantitative methods for specific research questions, • a priori and a posteriori plan and execute theory modification analytically and synthetically, • autonomously conduct qualitative studies along rehearsed procedures and document them in accordance with established standards, • analyse, reflect and formally compare qualitative and quantitative findings and weigh up potential contradictions from a science-theoretical perspective, • plan and conduct interviews and evaluate them with methods suited to the research question, • plan and conduct video analyses and evaluate them with methods suited to the research question, • derive generally valid and empirically verifiable hypotheses inductively from artefacts of human behaviour, • systematically analyse documents for research questions, • relate case studies to theories and vice versa, • describe the validity of argumentation, • plan, execute, interpret and evaluate triangulation, • plan, execute, interpret and evaluate mixed methods procedures, <p>Social objectives</p> <ul style="list-style-type: none"> • work autonomously and efficiently as part of a team, • present, discuss and defend findings, • explore and critically reflect topics in a group, • initiate a scientific dispute in a polite and factual manner.
<p>Methods of examination and feedback</p>	<p>Written exam, oral exam or paper on course content. The module coordinator announces the format of the module exam at the start of the semester.</p>

Module 19: Empirical-experimental Internship

Module title	Empirical-experimental Internship	
Module coordinator	-	
Contact at MHB	-	
Timescale	2nd Year	4th Semester
Duration	15 Weeks	
Language of instruction	German	
Teaching formats	Course formats	Contact hours
	Practical activities (empirical-experimental internship) Praktikum)	2
	Tutorial (with test subjects)	1
	Total	3
Self-study (preparation of classes and follow-up, completion of papers/projects, exam preparation ...)	150	
ECTS	7	
Location	Altes Gymnasium und Campus MHB	
Other institutions involved in the module	-	
Module description	<p>Students gain insights into empirical research in psychology via autonomous planning and conduct of a study and evaluation of data obtained, and participation in several psychological examinations.</p> <p>They are introduced to all stages of an empirical psychological study: they learn how to develop a research question, refine the topic in debate, view pertinent literature, derive concrete questions/hypotheses, plan the study, compile material and prepare technical tools as required, conduct the study as investigator and also as test subject, collect data, plan and conduct statistical data analysis, interpret and discuss findings, present the study and pertinent results in oral or written form in accordance with subject-specific standards. An empirical-experimental internship is the format to develop and train the required competences. The internship prepares participants for the Bachelor thesis.</p> <p>Test subjects: Acting as test subjects, students gain insights into the role of test persons as well as into structure and conduct of psychological examinations in various areas of the discipline. The department of psychology offers suitable settings. The investigator records and initials a student's hours on a test subject card which is subsequently checked for completeness and accuracy and confirmed by the section Assessment and Examination Organisation.</p>	

<p>Learning objectives</p>	<p>After successful completion of the module, participants have acquired the competences to:</p> <p><i>Cognitive objectives</i></p> <ul style="list-style-type: none"> • grasp correlations between theory, operationalisation and empirical testing, • translate a question into empirical methodology, • explore international literature on the topic in question, • locate research finding in context, • produce a written paper in compliance with publication guidelines, • present investigation results in a clear and concise manner, • critically reflect the procedures applied and draw conclusions for future investigation, • autonomously address a defined problem with scientific methods under supervision and within a given period, <p><i>Application-related objectives</i></p> <ul style="list-style-type: none"> • apply statistical methods to specific research questions, • interpret data material, • read and analyse theoretical representations and empirical findings, • plan and conduct empirical studies, • evaluate empirical studies, • develop skills of analytical reasoning and methodical reflection, <p><i>Social objectives</i></p> <ul style="list-style-type: none"> • work autonomously and efficiently as part of a team, • present, discuss and defend findings, • explore and critically reflect topics in a group.
<p>Methods of examination and feedback</p>	<p>As a rule, the final module exam takes the form of a written paper (internship report). Students need to present results from the internship either orally or as a poster in order to be admitted to the final exam.</p>

Module 20a: Occupational and Organisational Psychology A (Basics)

Module title	Occupational and Organisational Psychology A (Basics)	
Module coordinator	-	
Contact at MHB	-	
Timescale	3rd Year	5th Semester
Duration	15 Weeks	
Language of instruction	German	
Teaching formats	Course formats	Contact hours
	Lecture	2
	Seminar	2
	Advanced Seminar or Seminar	2
	Total	6
Self-study (preparation of classes and follow-up, completion of papers/projects, exam preparation ...)	180	
ECTS	9	
Location	Altes Gymnasium und Campus MHB	
Other institutions involved in the module	-	
Module description	<p>This sub-discipline of psychology addresses issues involved in the performance and productivity of individuals, working groups and organisations.</p> <p>The course presents essential concepts of occupational and organisational psychology. The focus is on an exploration of factors with an influence on the performance and productivity of individuals, working groups and organisations, on well-being and personality development at work including the design, modification and management of businesses, assessment center, and mental hygiene for employees.</p> <p>Topics are, among others: analysis, assessment and design of work activities, work equipment and work environment; motivation and job satisfaction; work and personality. One focus in the lecture is on structure, design, development and procedures of organisations. Further topics include HR development, career guidance, personnel recruitment and allocation, competence building (training and further education), guidance, counselling and vocational rehabilitation.</p> <p>Building on the basic theoretical approaches presented in the lecture, seminar participants use examples and cases from practice to explore, discuss and assess specific issues from the context of fields covered in lectures.</p> <p>Important contents from health psychology are transferred to the field of occupational and organisational psychology (e.g. mental and emotional workload, stress). This applies in particular to issues of health promotion and personal potentials and, in accordance with the study focus, also to the mental hygiene of psychologists and psychotherapists.</p>	

<p>Learning objectives</p>	<p>After successful completion of the module, participants have acquired the competences to:</p> <p><i>Cognitive objectives</i></p> <ul style="list-style-type: none"> - know and understand fundamental psychological findings related to work systems and organisations, - describe the theoretic fundamentals of occupational and organisational psychology, - describe the principles of work analysis and work structuring in socio-technical systems, - categorize factors like performance and productivity in terms of individuals, groups and organisations, - differentiate between health psychological issues within occupational and organisational psychology, - develop an understanding of areas of psychological activity in the working environment, - grasp and explain correlations between organisational structures and individual conduct, and identify starting points for change, <p><i>Application-related objectives</i></p> <ul style="list-style-type: none"> - critically assess scientific literature, - explore and assess organisational structures, - grasp findings and discuss them in class, <p><i>Social objectives</i></p> <ul style="list-style-type: none"> - explore and critically reflect topics in a group, - work autonomously and efficiently as part of a team, - present findings to an expert audience for discussion.
<p>Methods of examination and feedback</p>	<p>Written exam, oral exam or paper on course content. The module coordinator announces the format of the module exam at the start of the semester.</p>

Module 20b: Child and Adolescent Psychology A (Basics)

Module title	Child and Adolescent Psychology A (Basics)	
Module coordinator	-	
Contact at MHB	-	
Timescale	3rd Year	5th Semester
Duration	15 Weeks	
Language of instruction	German	
Teaching formats	Course formats	Contact hours
	Lecture	2
	Seminar	2
	Proseminar or Seminar	2
	Total	6
Self-study (preparation of classes and follow-up, completion of papers/projects, exam preparation ...)	150	
ECTS	9	
Location	Altes Gymnasium und Campus MHB	
Other institutions involved in the module	-	
Module description	<p>Child and adolescent psychology and also educational psychology are concerned with the exploration, implementation and evaluation of psychological concepts to design and encourage learning in “learning environments”, i.e. in contexts of education and upbringing. At the same time, the module title suggests a targeted integration of theories from psychotherapy and development psychology with models of childhood and adolescence.</p> <p>The course conveys practical competences for diagnostics and intervention in children and adolescents with learning and development difficulties. Contents are based on comprehensive and scientifically sound background knowledge and comprise the exploration of causal, risk and protective factors at individual and contextual levels.</p> <p>Underpinned by developmental and socio-psychological findings, the course explores phenomena like learning, motivation for performance and learning, intelligence, giftedness, and performance anxiety between conflicting priorities of individual development and influences from public and private educational institutions (family, school, university, culture). Further topics are options of prevention and intervention in emotional difficulties, learning problems and behavioural disorders, including historical and philosophical perspectives on the concept of education.</p> <p>Building on the basic theoretical approaches presented in the lecture, seminar participants use examples and cases from practice to explore, discuss and assess specific issues from the context of fields covered in lectures.</p> <p>Important contents from health psychology are transferred to the field of child and adolescent psychology. This applies in particular to issues of personal development.</p>	

<p>Learning objectives</p>	<p>After successful completion of the module, participants have acquired the competences to:</p> <p><i>Cognitive objectives</i></p> <ul style="list-style-type: none"> - elucidate scientific-theoretical fundamentals of educational psychology and child and adolescent psychology, - differentiate between learning theories in the light of their characteristics, - name determinants of learning, - differentiate health-psychological issues in the field of child and adolescent psychology, <p><i>Application-oriented objective</i></p> <ul style="list-style-type: none"> - critically assess scientific literature, - grasp findings and discuss them in class, <p><i>Social objectives</i></p> <ul style="list-style-type: none"> - reflect one's own development and learning behaviour, - work as part of a team or group, - critically discuss and differentiate issues.
<p>Methods of examination and feedback</p>	<p>Written exam, oral exam or paper on course content. The module coordinator announces the format of the module exam at the start of the semester.</p>

Module 20c: Neuropsychology A (Basics)

Module title	Neuropsychological A (Basics)	
Module coordinator	-	
Contact at MHB	-	
Timescale	3rd Year	5th Semester
Duration	15 Weeks	
Language of instruction	German	
Teaching formats	Course formats	Contact hours
	Lecture	2
	Seminar	2
	Proseminar or Seminar	2
	Total	6
Self-study (preparation of classes and follow-up, completion of papers/projects, exam preparation ...)	180	
ECTS	9	
Location	Altes Gymnasium und Campus MHB	
Other institutions involved in the module	-	
Module description	<p>Neuropsychology, as a sub-discipline of neurosciences and biological psychology, is concerned with brain functions (e.g. intelligence, memory, attention, language, psychomotorics) and changes as a result of congenital or acquired brain damage (regenerability after accidents) or illness causing functional disorders. Key topics in clinical neuropsychology are the scientific and clinical identification and analysis of disorders in the areas of perception, attention, learning and memory, thinking, language, targeted action (incl. sensorimotor function), motivation and emotion.</p> <p>Underpinned by knowledge in biological psychology acquired in obligatory modules, the course conveys the basics of neuropsychology. This includes theoretical foundations, paradigmatic roots and current research results. Topics addressed in the seminar: history of neuropsychology, structural and functional anatomy of the central nervous system and disorders of specific functions (attention, memory, neglect; executive functions, visual space perception, agnosia, apraxia, language and speaking, number processing); specific disorders and the deficits involved like in dementia, craniocerebral trauma, cerebrovascular disorders.</p> <p>Building on the basic theoretical approaches presented in the lecture, seminar participants use examples and cases from practice to explore, discuss and assess specific issues from the context of fields covered in lectures.</p> <p>Expertise acquired in neuropsychology is linked to material from health psychology and to experience gained in clinical practice.</p>	

<p>Learning objectives</p>	<p>After successful completion of the module, participants have acquired the competences to:</p> <p><i>Cognitive objectives</i></p> <ul style="list-style-type: none"> - know the scientific-theoretical basics of neuropsychology and intersections with health psychology, - distinguish between specific neuropsychological diagnostic procedures according to their characteristics, - differentiate health-psychological issues within the field of neuropsychology, - know about major neuropsychological disorders after brain damage of varying aetiology, - gain insight into interdisciplinary work environments, - <p><i>Application-related objectives</i></p> <ul style="list-style-type: none"> - critically assess scientific literature, - grasp findings and discuss them in class, - <p><i>Social objectives</i></p> <ul style="list-style-type: none"> - present findings to an expert audience for discussion, - present, discuss and defend findings, - reflect one's own development and learning behaviour.
<p>Methods of examination and feedback</p>	<p>Written exam, oral exam or paper on course content. The module coordinator announces the format of the module exam at the start of the semester.</p>

Module 21a: Occupational and Organisational Psychology B (in-depth studies)

Module title	Occupational and Organisational Psychology B (in-depth studies)	
Module coordinator	-	
Contact at MHB	-	
Timescale	3rd Year	6th Semester
Duration	15 Weeks	
Language of instruction	German	
Teaching formats	Course formats	Contact hours
	Lecture	2
	Seminar	2
	Total	4
Self-study (preparation of classes and follow-up, completion of papers/projects, exam preparation ...)	120	
ECTS	6	
Location	Altes Gymnasium und Campus MHB	
Other institutions involved in the module	-	
Module description	<p>Occupational and organisational psychology is a sub-discipline of psychology and addresses questions concerning performance and productivity of individuals, working groups and organisations. Topics comprise: history and paradigms of occupational psychology; organisation theories (climate, culture and socialisation of organisations); basics of analysis, assessment and design of work, motivation and guidance; conflict management; occupational safety and health, environmental safety; analysis of stress, strains and hazards etc.</p> <p>Supplementary to knowledge on occupational and organisational psychology acquired in the introductory module, the course adds specific subject matter from the field of business psychology.</p> <p>Building on the basic theoretical approaches presented in the lecture, seminar participants use examples and cases from practice to explore, discuss and assess specific issues from the context of fields covered in lectures.</p>	

<p>Learning objectives</p>	<p>After successful completion of the module, participants have acquired the competences to:</p> <p><i>Cognitive objectives</i></p> <ul style="list-style-type: none"> - describe advanced contents from current research in occupational and organisational psychology, - acquire subject-specific knowledge on key theories, methods and applications: occupation psychological basics and concepts for personnel recruitment and development; correlations between personnel, team and organisation development; correlations between personnel development, qualification and work structuring, - gain an overview of individual and social determinants of successful HR development and further education in organisations, - analyse starting points for further education and HR development, - plan change initiatives on a sound theoretical basis, <p><i>Application-related objectives</i></p> <ul style="list-style-type: none"> - explore and critically assess concepts, methods and procedures of occupational psychology, - analyse, assess and design work activities and organisations, - critically assess scientific literature, - grasp findings and discuss them in class, <p><i>Social objectives</i></p> <ul style="list-style-type: none"> - explore and critically reflect topics in class, - work autonomously and efficiently as part of a team, present findings to an expert audience for discussion.
<p>Methods of examination and feedback</p>	<p>Written exam, oral exam or paper on course content. The module coordinator announces the format of the module exam at the start of the semester.</p>

Module 21b: Child and Adolescent Psychology B (in-depth studies)

Module title	Child and Adolescent Psychology B (in-depth studies)	
Module coordinator	-	
Contact at MHB	-	
Timescale	3rd Year	6th Semester
Duration	15 Weeks	
Language of instruction	German	
Teaching formats	Course formats	Contact hours
	Lecture	2
	Seminar	2
	Total	4
Self-study (preparation of classes and follow-up, completion of papers/projects, exam preparation ...)	120	
ECTS	6	
Location	Altes Gymnasium und Campus MHB	
Other institutions involved in the module	-	
Module description	<p>Child and adolescent psychology and educational psychology are concerned with the exploration, implementation and evaluation of psychological concepts to design and encourage learning in “learning environments”, i.e. in contexts of education and upbringing.</p> <p>The course conveys practical competences for diagnostics and intervention in children and adolescents with learning and development difficulties. Contents are based on comprehensive and scientifically sound background knowledge and comprise the exploration of causal, risk and protective factors at individual and contextual levels.</p> <p>The lecture addresses specific issues from the field of child and adolescent psychology.</p> <p>Building on the basic theoretical approaches presented in the lecture, seminar participants use examples and cases from practice to explore, discuss and assess specific issues from the context of fields covered in lectures.</p>	

<p>Learning objectives</p>	<p>After successful completion of the module, participants have acquired the competences to:</p> <p><i>Cognitive objectives</i></p> <ul style="list-style-type: none"> - describe detailed contents from current research topics in educational psychology, - know specific contents from child and adolescent psychotherapy, <p><i>Application-related objectives</i></p> <ul style="list-style-type: none"> - critically assess scientific literature, - grasp findings and discuss them in class, <p><i>Social objectives</i></p> <ul style="list-style-type: none"> - work as part of a team or group, - critically discuss and differentiate <p>reflect one's own share of knowledge in class.</p>
<p>Methods of examination and feedback</p>	<p>Written exam, oral exam or paper on course content. The module coordinator announces the format of the module exam at the start of the semester.</p>

Module 21c: Neuropsychology B (in-depth studies)

Module title	Neuropsychology B (in-depth studies)	
Module coordinator	-	
Contact at MHB	-	
Timescale	3rd Year	6th Semester
Duration	15 Weeks	
Language of instruction	German	
Teaching formats	Course formats	Contact hours
	Lecture	2
	Seminar	2
	Total	4
Self-study (preparation of classes and follow-up, completion of papers/projects, exam preparation ...)	120	
ECTS	6	
Location	Altes Gymnasium und Campus MHB	
Other institutions involved in the module	-	
Module description	<p>Neuropsychology as a sub-discipline of biological psychology is concerned with various brain functions (e.g. intelligence, memory, attention, language, psychomotorics) and their regenerability in case of accidents or illnesses resulting in functional disorders.</p> <p>The module gives an overview of major clinical conditions after brain damage (seizure disorders, dementia, brain trauma, stroke) of varying aetiologies. Students are familiarised with strategies of conversation for different assignments and settings. Targeted therapeutic interventions are presented for discussion.</p> <p>Knowledge of neuropsychology acquired in the basic module is expanded by skills and competences in diagnostics and intervention formats. This includes tasks and strategies of neuropsychological diagnostics, neuropsychological treatment planning and vocational rehabilitation.</p> <p>Building on the basic theoretical approaches presented in the lecture, seminar participants use examples and cases from practice to explore, discuss and assess specific issues from the context of fields covered in lectures.</p>	

<p>Learning objectives</p>	<p>After successful completion of the module, participants have acquired the competences to:</p> <p><i>Cognitive objectives</i></p> <ul style="list-style-type: none"> - describe detailed contents from current research topics in neuropsychology, - master various techniques of conversation in terms of assignment and setting, - gain insights into interdisciplinary work environments, <p><i>Application-related objectives</i></p> <ul style="list-style-type: none"> - critically assess scientific literature, - grasp findings and discuss them in class, <p><i>Social objectives</i></p> <ul style="list-style-type: none"> - critically reflect theoretical background knowledge and debate, - present findings to a group, work as part of a tea
<p>Methods of examination and feedback</p>	<p>Written exam, oral exam or paper on course content. The module coordinator announces the format of the module exam at the start of the semester.</p>

Module 22: Studium fundamentale

Module title	Studium fundamentale	
Module coordinator	-	
Contact at MHB	-	
Timescale	For three years	1st, 4th and 5th Semester
Duration	45 Weeks	
Language of instruction	German	
Teaching formats	Course formats	Contact hours
	Lecture	4
	Lecture oder Seminar (Summer School)	4
	Total	8
Self-study (preparation of classes and follow-up, completion of papers/projects, exam preparation ...)	90	
ECTS	8	
Location	Altes Gymnasium und Campus MHB, students may take corresponding courses at other universities	
Other institutions involved in the module	-	
Module description	<p>Studium fundamentale: Students are invited to pursue individual interests outside their chosen subject and try different disciplines to get inspiration for their studies. Studium fundamentale offers not only a context for reflection and time out but also options to expand one's communicative and creative talents. Students are encouraged to look for new paths, to reconnect, to seize the opportunity of thinking and acting differently.</p> <p>Students may acquire Studium fundamentale credits from any courses offered at this or another university which do not form part of the regular psychology curriculum.</p> <p>Summer School: Supervised by the course coordinator(s), students autonomously explore a key theme with a focus on practice orientation. <i>Please note: the Summer School takes place in the lecture-free period!</i></p>	

<p>Learning objectives</p>	<p>After successful completion of the module, participants have acquired the competences to:</p> <p><i>Cognitive objectives</i></p> <ul style="list-style-type: none"> - describe contents from related (or unrelated) disciplines beyond psychology studies, <p><i>Application-related objectives</i></p> <ul style="list-style-type: none"> - critically assess scientific literature, - grasp findings and discuss them in class, - link up contents from unrelated studies with psychological subject matter, <p><i>Social objectives</i></p> <ul style="list-style-type: none"> - reflect one's own share of knowledge in class, - critically discuss and differentiate, <p>work autonomously and efficiently as part of a team.</p>
<p>Methods of examination and feedback</p>	<p>The course co-ordinator confirms attendance at individual course units.</p>

Module 23: Internship

Module title	Internship	
Module coordinator	-	
Contact at MHB	-	
Timescale	3rd Year	5th Semester
Duration	15 Weeks	
Language of instruction	German	
Teaching formats	Course formats	Contact hours
	Practical activity	-
	Total	-
Self-study (preparation of classes and follow-up, completion of papers/projects, exam preparation ...)	300	
ECTS	10	
Location	Clinical facility at a partner institution	
Other institutions involved in the module	Ruppiner Kliniken Salus Kliniken	
Module description	<p>The psychological internship serves to acquire a comprehensive insight into and overview of areas of psychology. Supervised by experienced practitioners, students are familiarised with their future vocational role, framework conditions of psychological work, as well as work and communication conditions for psychologists.</p> <p>The duration of the internship in the Bachelor course is at least 300 hours (10 ECTS). Study regulations contain details on guidelines for the internship.</p>	
Learning objectives	<p>After successful completion of the module, participants have acquired the competences to:</p> <p><i>Cognitive objectives</i></p> <ul style="list-style-type: none"> - gain insights into work contents and work environments of psychologists, - learn about procedures and procedural safeguards in a work environment, <p><i>Application-related objectives</i></p> <ul style="list-style-type: none"> - apply the knowledge and competences acquired in the programme to practical applications in psychological work, - to reliably complete assignments, - to critically reflect experiences, skills, objectives and institutional conditions, - apply in practice the skills acquired in theory, <p><i>Social objectives</i></p> <ul style="list-style-type: none"> - to get involved with the treatment team in a manner appropriate for interns, - to reflect upon patient contacts. 	
Methods of examination and feedback	The clinic facility records and confirms attendance and performed activities.	

Module 24: Bachelor Thesis

Module title	Bachelor Thesis	
Module coordinator	-	
Contact at MHB	-	
Timescale	3rd Year	6th Semester
Duration	15 Weeks	
Language of instruction	German or English	
Teaching formats	Course formats	Contact hours
	Bachelor thesis	-
	Total	-
Self-study (preparation of classes and follow-up, completion of papers/projects, exam preparation ...)	360	
ECTS	12	
Location	-	
Module description	<p>The written Bachelor thesis documents a student's ability to explore a scientific question in a given period of time, using the acquired expertise in methods of psychology. The research question originates from one of the basic or application-oriented subjects of psychology and results in well-founded statements. The thesis must comply with established criteria for scientific work in terms of language and form.</p>	
Learning objectives	<p>After successful completion, students have acquired the competences to:</p> <p><i>Cognitive objectives</i></p> <ul style="list-style-type: none"> - apply the acquired expertise to deriving scientific questions and operationalising psychological constructs and hypotheses, - utilise the literature referring to the topic of the thesis, - interpret data material, - compile a written paper according to guidelines for publication, - develop methodical and scientific expertise in independent research and the compilation of scientific papers, - demonstrate linguistic expertise, - autonomously research literature and utilise literature resources reflectively, - critically scrutinize one's own work and derive conclusions for future research, - explore a defined problem using scientific methods under supervision within a given period of time, <p><i>Application-related objectives</i></p> <ul style="list-style-type: none"> - critically assess scientific literature, - present findings to an expert audience for discussion, <p><i>Social objectives</i></p> <ul style="list-style-type: none"> - work autonomously, efficiently and reliably, - reflect theoretical background information and discourse. 	
Methods of examination and feedback	<p>The written form of the Bachelor thesis constitutes the examination performance as the basis for the grading. Study and examination regulations contain guidelines for grading.</p>	