

**Note:**

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Curriculum for the

**Bachelor's Programme Psychology**

at the Faculty of Psychology and Sport Science at the University of Innsbruck

**§ 1 Qualification Profile**

- (1) The Bachelor's Programme Psychology is grouped among the natural sciences.
- (2) The Bachelor's Programme Psychology prepares students for the Master's Programme Psychology and also serves the scientific vocational preparation. The programme imparts the fundamental knowledge required for a responsible and scientifically sound analysis and handling of psychological problems and for the assessment of aims and consequences psychological activities.
- (3) The Bachelor's Programme Psychology teaches the basic contexts of the subject. Graduates have advanced knowledge in the scientific description and explanation of human experience, behaviour and action, as well as mental processes such as perception, feeling, speaking, thinking and remembering, which are of central importance in the interaction between humans and their social, technical and natural environment. In addition to sound knowledge of basic psychological research, psychological methodology and methods, graduates have sound knowledge in the application of psychological knowledge to shape and improve people's living and working conditions. The focus of the practice-oriented training is on the imparting of solid knowledge in psychological diagnostics and in psychological intervention in clinical, health, work, organisational and economic psychology as well as in various other psychological fields of action.
- (4) In addition to subject-specific competences, the Bachelor's programme promotes key competences that are useful in different fields of work:
  - The scientific training improves analytical skills such as the ability to analyse and structure complex problems.
  - The study programme promotes the improvement of communication skills as well as the ability to cooperate and work in a team.
  - Studying the natural and sociocultural conditions of human experience, behaviour and action promotes an understanding of gender issues.
  - The acquired methodological competences are key qualifications that are valuable in all areas of the humanities which are concerned with the generation of scientific knowledge.

**§ 2 Duration and scope**

The Bachelor's Programme Psychology corresponds to 180 ECTS-Credits and has a duration of six semesters. One ECT-Credit corresponds to a workload of 25 hours.

**§ 3 Types of courses and maximum number of students per course**

- (1) Courses without continuous performance assessment:

Lectures (VO) are courses held in lecture format. They introduce the research areas, methods and schools of thought for a given subject.

- (2) Courses with continuous performance assessment:
1. Lectures with integrated practical parts (VU) focus on the practical treatment of concrete scientific tasks that are discussed during the lecture parts of the course. Maximum number of participants: 125
  2. Seminars (SE) provide in-depth treatment of scientific topics through students' presentations and discussion thereof. Maximum number of participants: 25 (except Empirical-Experimental Seminar: 20, research seminars: 15)
  3. Practical courses (UE) focus on the practical treatment of concrete scientific tasks within an area. Maximum number of participants: 25 (except practical course in diagnostics: 40)

#### § 4 Allocation of places in courses with a limited number of participants

- (1) Students of the Bachelor's Programme Psychology are to be given priority over students other study programmes.
- (2) Places for courses with a limited number of participants are allocated according to the number of ECTS-Credits passed in the Bachelor's Programme Psychology. Students with a higher amount of passed ECTS-Credits are given priority. If students have the same number of ECTS-Credits, the places are allocated by lot.

#### § 5 Compulsory and elective modules

- (1) The following compulsory modules covering 170 ECTS-Credits must be passed:

1.	Compulsory Module: Introduction to Psychology	h	ECTS-Credits
a.	<p><b>VO Introduction to Psychology and its History</b></p> <p>The sub-disciplines of psychology are presented and classified in the context of some related disciplines. In consideration of ethical aspects, current psychology is described by means of central foundations and applications. Important phases and processes in the history of psychology are presented and it will be shown how the current discipline has emerged from pre- and early forms. Important interactions between changes in history/society and disciplinary developments are established in doing so.</p>	2	3
b.	<p><b>VO Introduction to Psychological Methods</b></p> <p>After epistemological and theoretical explanations of the general goals of psychological research – understanding, describing, explaining and predicting – the most important methodological concepts of psychology are discussed. Basic information on scientific concept formation, the basic principles of planning studies, sample selection and the most important principles of data collection and the quality criteria and limits of psychological research are also dealt with.</p>	2	3
c.	<p><b>VU Introduction to Scientific Working</b></p> <p>The basics of scientific work are taught: research, classification and evaluation of specialist literature, working through articles from specialist journals, the scientific writing process, the formal structure of scientific papers, the guidelines for composing scientific papers and the citation rules in psychology as well as the ethical principles of scientific research and their practical relevance. Selected parts are practised and studied in detail.</p>	1	1.5
	<b>Total</b>	<b>5</b>	<b>7.5</b>
	<p><b>Learning Outcomes:</b></p> <p>Students know the central problems of psychological research and the different approaches of the individual sub-disciplines of the subject to the psychic phenomena. Students acquire basic methodological skills and learn key methodological and methodical strategies of psychological research. In addition, they master basic techniques of scientific work.</p>		

<b>Prerequisites:</b> none
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<b>2.</b>	<b>Compulsory Module: Statistics I</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VO Statistics I</b> In the lecture, the central steps of statistical decision-making are worked out. In Statistics I the fundamentals and procedures of descriptive and inference statistics are introduced. This includes among other things descriptive processing and the presentation of data, the fundamentals of inferential statistics (including various distribution forms, central limit theorem, $\alpha$ - and $\beta$ -errors, effect sizes) and calculation of parametric and parameter-free methods for checking differences and contextual hypotheses.	2	5.5
<b>b.</b>	<b>UE Computer-Aided Data Evaluation I</b> Preparatory steps of electronically-supported data evaluation are introduced and developed. This includes coding, generating or importing data, data modification and data selection. In addition, practical examples will be presented with the help of computers and statistically evaluated, parallel to the lecture Statistics I.	1	2
<b>Total</b>		<b>3</b>	<b>7.5</b>
<b>Learning Outcomes:</b> Students know about the basics as well as about the application of descriptive statistics and inferential statistics. They learn to perform hypotheses tests independently and are able to correctly select, apply and interpret the necessary procedures of interference statistics. Parallel they acquire knowledge in computer-aided data evaluation.			
<b>Prerequisites:</b> none			

<b>3.</b>	<b>Compulsory Module: Statistics II</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VO Statistics II</b> This course offers advanced study of the knowledge imparted in Statistics I. This includes variance analysis of multiple-factorial and repeated measures, regression analysis (simple and multiple regression analysis), reliability analysis and factor analysis.	2	4.5
<b>b.</b>	<b>UE Computer-Aided Data Evaluation II</b> Practical examples are presented with the aid of computers, statistically evaluated and psychologically interpreted. Examples are variance analytical methods, regression analysis methods and methods of reliability analysis and factor analysis.	2	3
<b>Total</b>		<b>4</b>	<b>7.5</b>
<b>Learning Outcomes:</b> Students have advanced knowledge of inferential statistics. They can carry out hypotheses and model tests independently and are able to correctly select, apply and interpret the necessary inference statistics and multivariate procedures. At the same time, knowledge of computer-assisted statistical data evaluation is acquired.			
<b>Prerequisites:</b> none			

4.	Compulsory Module: Qualitative Methods	h	ECTS-Credits
a.	<b>VO Qualitative Methods</b> Basic methods of qualitative research strategies for data collection, evaluation and interpretation are presented and explained and studied in-depth by means of research examples. In addition to the description of the development of qualitative research plans, the focus is on the collection and analysis of verbal data. In addition, the possibilities and limits of methods of observation and description are imparted and discussed.	2	3.5
b.	<b>UE Qualitative Methods</b> On the one hand, the focus lies on the collection of verbal data by means of interviews including the development of guidelines. On the other hand, methods of observation are tested during the course and correspondingly reports – as descriptive methods - are compiled.	1	1.5
<b>Total</b>		<b>3</b>	<b>5</b>
<b>Learning Outcomes:</b> Students know about the methodological possibilities of qualitative research strategies and can create corresponding research plans, conduct qualitative interviews and apply methods of observation and description. This enables them to apply hypothesis-generating and explorative methods of knowledge generation.			
<b>Prerequisites:</b> none			

5.	Compulsory Module: General Psychology A	h	ECTS-Credits
a.	<b>VO General Psychology I</b> In addition to an overview of the subjects and aims and topics of general psychology, the course focuses on the cognitive aspects of human perception. Among other things, the concept of perception, the main issues of perceptual psychology (e.g. the relationship between stimulus structure – perception), the constitutive features of perception (objectivity, wholeness, meaningfulness of the perception, conceptual perception, dependence of the perception of current and previous context), perception as perceptive activity and consistency phenomena are discussed.	2	5
b.	<b>VO General Psychology II</b> This lecture introduces to the psychology of thinking, learning and memory psychology. The lecture focuses on thinking as mediated and generalised cognitive process, language/language activity, concept formation (artificial concept formation, natural concept acquisition), inferential thinking (deduction, induction, thinking in analogies), algorithmic thinking as knowledge-based task processing, thinking as problem-solving, creative thinking and decision-making in task processing and problem-solving. The course also deals with the types of learning, basic learning mechanisms and learning (contiguity, reinforcement theories, social and cognitive mediated learning, learning through reflection), the structure and functions of memory, memory systems and processing depths, oblivion and the representation and organisation of knowledge in semantic memory.	2	5
<b>Total</b>		<b>4</b>	<b>10</b>
<b>Learning Outcomes:</b> Students acquire basic knowledge in perceptual, thinking, learning and memory psychology and are enabled to independently, critically reflect cognitive-psychological content. They also			

	learn to recognise the practical relevance of general psychological knowledge and understand that general psychology is not only the basis of individual psychological disciplines, but also links them.
	<b>Prerequisites:</b> none

6.	Compulsory Module: General Psychology B	h	ECTS-Credits
a.	<b>VO General Psychology III</b> This lecture focuses on theories, approaches and various application contexts of motivation, volition and emotion. These concepts play a fundamental role in the experience and behaviour of humans. Evolution-psychological, bio-psychological, cognitive, volitional and action theoretical concepts are presented and tested for their practical relevance, motivation sources are considered, functions of emotions discussed.	2	3.5
b.	<b>SE Empirical-Experimental Seminar</b> The seminar covers advanced study of selected contents of general psychology, as well as basic knowledge about the application of empirical research methods in practice. Students are enabled to prepare, conduct and evaluate their own experimental studies and to document them according to scientific standards.	2	4
	<b>Total</b>	<b>4</b>	<b>7,5</b>
	<b>Learning Outcomes:</b> The students acquire a broad knowledge of motivation, volition and emotion as well an understanding of basic processes that determine human experience and behaviour. They also develop basic skills in the application of empirical-experimental research methods. In addition, they are empowered to independently and critically reflect the imparted contents in general psychology.		
	<b>Prerequisites:</b> successful completion of compulsory module 2		

7.	Compulsory Module: Biological Psychology	h	ECTS-Credits
a.	<b>VO Biological Psychology I</b> Starting from the presentation of the historical development of biopsychological questions and investigations, the most important contents and methods of biological psychology in general and of neuropsychology in particular are presented. Anatomical, biochemical, endocrinological, neurophysiological, neurobiological and behavioural genetic mechanisms and processes and their relation to complex functions of the brains such as memory, language and action are presented and further cognitive-neuroscientific relationships demonstrated and discussed.	2	5
b.	<b>VO Biological Psychology II</b> Building on the first part of the lecture, the relationship between neurobiological structures, mechanisms and processes on the one hand and mental functions, their disruption and development on the other hand is presented. The regenerative mechanisms of the nervous system are described and their significance for cognitive neuropsychological rehabilitation is discussed. An integrative view of humans as biopsychological beings is imparted.	2	5
	<b>Total</b>	<b>4</b>	<b>10</b>

	<p><b>Learning Outcomes:</b> The students acquire knowledge of the biological basis of mental functions (e.g. perception, memory, emotion, language, consciousness, action) and their development and disorders. In addition to the acquisition of psychologically relevant anatomical, physiological and fundamental biochemical knowledge, they gain knowledge about cognitive-neuroscientific relationships. They understand neurobiological processes and structures on a molecular, cellular, individual and social level.</p>
	<p><b>Prerequisites:</b> none</p>

8.	Compulsory Module: Developmental Psychology	h	ECTS-Credits
a.	<p><b>VO Developmental Psychology I</b> Basic models describing development as well as developmental psychological research methods are discussed. An overview of the development from the prenatal phase to the school age is given. Social, biological, cultural and gender-specific aspects are considered. Information about the course of the emotional, social, cognitive and physical development as well as their neurobiological foundations is taught. In addition, references are made to developmental psychopathology.</p>	2	5
b.	<p><b>VO Developmental Psychology II</b> Basic theories of development in adolescence, adulthood and into old age are presented. Students get an overview of the development from youth to late adulthood. (Neuro-)biological, social, cultural and gender aspects are taken into account. The courses of development in adulthood are discussed with a focus on critical life events and coping with crises. References to psychopathological processes are made.</p>	2	5
	<b>Total</b>	<b>4</b>	<b>10</b>
	<p><b>Learning Outcomes:</b> Students acquire knowledge about the mental development, as well as the parallel occurring physical development, over the entire lifespan, beginning with the prenatal phase into old age. They acquire fundamental knowledge about (neuro)biological, social and cultural fundamentals of the development as well as basic theoretical concepts and models of developmental psychology.</p>		
	<p><b>Prerequisites:</b> none</p>		

9.	Compulsory Module: Psychology of Personality and Individual Differences	h	ECTS-Credits
a.	<p><b>VO Psychology of Personality and Individual Differences I</b> The lecture explains basic concepts and objectives of personality and differential psychology. Topics include the plasticity and stability of personality, as well as concepts of developmental influences. An overview of different models of personality, their basic assumptions and consequences provides a first access to the diversity of paradigms. It presents psychoanalytic, neo-analytic, learning-theoretical, humanistic, property-theoretical and social-cognitive paradigms as well as various models of intelligence.</p>	2	5
b.	<p><b>VO Psychology of Personality and Individual Differences II</b> The lecture offers advanced study of the latest research findings relating to fundamental topics in personality research. It deals with recent developments and findings on personality development, on the biological foundations of personality, on self-esteem and self-control, on emotional intelli-</p>	2	5

	gence, on the health and relationship psychological relevance of personality traits. Attention is also paid to recent, more relevant measurement and survey procedures in the field of personality research.		
	<b>Total</b>	<b>4</b>	<b>10</b>
	<b>Learning Outcomes:</b> The students acquire basic knowledge about models, theories, methods and recent research results of personality and differential psychology.		
	<b>Prerequisites:</b> none		

10.	Compulsory Module: Social Psychology	h	ECTS-Credits
a.	<b>VO Social Psychology I</b> After a general definition of the subject as well as methodological basics, the lecture introduces the most important theoretical explanations and empirical findings relating to social perception, attitude-behaviour and social influence. In addition, an overview of the state of research in socio-psychological self-psychology is given.	2	5
b.	<b>VO Social Psychology II</b> The lectures starts with an overview of prejudice research and then deals with theories and findings on interpersonal attraction and romantic relationships. An overview of group research is followed by a discussion of the social determinants of aggression and prosocial behaviour.	2	5
c.	<b>VO Psychological Gender Research</b> The lecture presents central psychological findings on the origin and the effects of gender stereotypes. The influence of social gender on identity development, communication, cooperation <b>and</b> relationship behaviour, achievement motivation, health behaviour, various social attitudes and biographical decisions is presented. Particular attention is paid to the disadvantages associated with the existing gender relations.	2	2.5
	<b>Total</b>	<b>6</b>	<b>12.5</b>
	<b>Learning Outcomes:</b> Students acquire an overview of the most important theories of social psychology and the associated empirical findings and are enabled to analyse psychological problems from a socio-psychological perspective. They develop an understanding of the social determinism of psychic processes and the role of psychic processes in social interactions and relationships. The students also develop an understanding of the social constitution of the social gender and the importance of sex for psychic experience and behaviour.		
	<b>Prerequisites:</b> none		

11.	Compulsory Module: Diagnostics	h	ECTS-Credits
a.	<b>VO Diagnostics I</b> The lecture offers an introduction to the core topics of psychological diagnostics. In addition to an introduction to the goals and areas of application of psychological diagnostics, the following topics are also covered: methods of diagnostic information retrieval, test theory basics, quality criteria of diagnostic instruments, diagnostic sources of error, presentation of individual test procedures in the fields of personality and performance diagnostics, status and process diagnostics, evaluation.	2	4

<b>b.</b>	<b>VO Diagnostics II</b> Students should understand and critically reflect psychological diagnosing in selected fields of application as well as standardised diagnostics and judgment formation in terms of their possibilities and limits. In this context, the lecture offers advanced study of applications of psychological diagnostics in fields such as forensic psychology, personnel selection, neuropsychology and educational psychology. In addition to a theoretical examination of the respective content areas, concrete cases of psychological diagnostics from practice are presented for illustration purposes.	2	3.5
<b>c.</b>	<b>UE Diagnostics</b> On the basis of frequently used performance tests in diagnostic practice (e.g. performance test system and attention stress test), the standardised procedure during testing is demonstrated. The resulting strains (e.g. test anxiety, high stress) for the test person are reflected. The test evaluation and the compiling of a performance report are practiced.	2	2.5
	<b>Total</b>	<b>6</b>	<b>10</b>
	<b>Learning Outcomes:</b> Students have an overview of the different methods of diagnostic information acquisition and their links with other scientific disciplines. They acquire knowledge about the criteria of test development and assessment, specific applications of diagnostic procedures and are enabled to critically reflect on and evaluate diagnostic methods. Under guidance, they can carry out selected diagnostic procedures according to the standards of psychological diagnostics and present them in diagnostic form.		
	<b>Prerequisites:</b> positive evaluation of compulsory module 2		

12.	<b>Compulsory Module: Clinical Psychology A</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VO Clinical Psychology I</b> Introduction to clinical psychology: determination of the subject, legal regulations, ethical, professional and social law-related frameworks of clinical psychology and psychotherapy, mental disorders: normality vs. abnormality; classification and diagnosis, comorbidity, aetiology, epidemiology, indication, overview of clinical-psychological interventions and treatments, prevention and rehabilitation approaches. The basic paradigms of clinical psychology (e.g. psychoanalytical/psycho-dynamic, humanistic, learning theory, cognitive, systemic and neuroscientific) as well as basic concepts of mental health and illness (e.g. emotion processing, attachment patterns, interpersonal relationships) are presented.	2	5
<b>b.</b>	<b>VO Clinical Psychology II</b> Advanced study and presentation of the most important mental disorders of adolescence and adulthood, such as mood disorders, obsessive-compulsive disorder, stress disorders, somatoform disorders, eating disorders, personality disorders, psychotic disorders, substance dependencies; in addition presentation of mental disorders of childhood (e.g. disorders of social behaviour, emotional disorders). In addition to the diagnostic criteria of the current ICD and DSM-classification, classic and up-to-date models for explaining the development and maintenance of the respective disorder are explained and models of disorders for scientifically recognized psychotherapy procedures and methods are discussed. In addition, classical and evidence-based, disorder-oriented psychotherapeutic treatment approaches are introduced.	2	5



	<b>Total</b>	<b>4</b>	<b>10</b>
	<b>Learning Outcomes:</b> The students acquire knowledge about the classical and current paradigms of clinical psychology and psychotherapy as well as about the different mental disorders and the underlying disorder models as well as neurobiological foundations. They know the diagnostic criteria of the current ICD and the DSM classification of the various mental disorders and their aetiology as well as their classical and evidence-based treatment options. The acquired knowledge can be applied to specific cases.		
	<b>Prerequisites:</b> none		

13.	<b>Compulsory Module: Clinical Psychology B</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VO Psychopathology I</b> Systematic presentation and explanation of the most important symptoms of mental disorders, the psychopathological terminology as well as the principles of classical psychopathology in the context of modern classification systems;	2	2.5
<b>b.</b>	<b>VO Psychopathology II</b> Imparting of current approaches to explain mental symptoms, such as dimensional classification approaches, findings from the clinical neurosciences in the context of specific psychopathological models as well as neuropsychological approaches.	2	2.5
	<b>Total</b>	<b>4</b>	<b>5</b>
	<b>Learning Outcomes:</b> Students acquire basic knowledge about the most important symptoms of mental disorders, the psychopathological terminology and basic features of classical psychopathology in the context of modern classification systems. They learn to classify findings from the clinical neurosciences in specific psychopathological models as well as neuropsychological approaches.		
	<b>Prerequisites:</b> none		

14.	<b>Compulsory Module: Work, Organizational and Economic Psychology</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VO Work, Organizational and Economic Psychology I</b> Theories, methods and findings of occupational psychology and their importance of operational practice are taught. Subjects dealt with are epochs of professional development, worker protection and work analysis, mental regulation of work activities, work, recreation and health, job satisfaction and work motivation, work and emotion, work-life balance, work and age, work in transition, personality-beneficial work design.	2	5
<b>b.</b>	<b>VO Work, Organizational and Economic Psychology II</b> Theories, methods and findings of organizational and economic psychology and their significance for practice are imparted. Topics include organizational theories, management concepts and leadership, personnel selection, appraisal and development, group work, organizational development, performance and behaviour in organizations, health promotion, employee participation and organizational democracy, ethical business problems.	2	5
	<b>Total</b>	<b>4</b>	<b>10</b>

	<p><b>Learning Outcomes:</b> The students know the basics of work, organizational and business psychology with regard to relevant theories and concepts, methods and findings. They are able to critically reflect on developments in working life and to develop approaches for humane working and organizational design based on theory.</p>
	<p><b>Prerequisites:</b> none</p>

15.	Compulsory Module: Specific Topics of Basic Research	h	ECTS-Credits
	<p>Three lectures from the following areas of basic psychological research covering altogether 7.5 ECTS-Credits must be passed:</p> <p>VO Specific Topics of General Psychology (2 hrs., 2.5 ECTS-Credits) VO Specific Topics of Biological Psychology (2 hrs., 2.5 ECTS-Credits) VO Specific Topics of Developmental Psychology (2 hrs., 1.5 ECTS-Credits) VO Specific Topics of Social Psychology (2 hrs., 2.5 ECTS-Credits) VO Specific Topics of Psychology of Personality and Individual Differences (2 hrs., 2.5 ECTS-Credits)</p> <p>The courses offer students the opportunity to engage in an in-depth examination of specific areas of basic psychological research. The courses deal with topics of research that play a central role in current basic psychological research. Based on an overview of the state of knowledge of empirical research, the theoretical and methodological foundations are critically reflected. In addition, the practical relevance is shown.</p>	6	7.5
	<b>Total</b>	<b>6</b>	<b>7.5</b>
	<p><b>Learning Outcomes:</b> Students are familiar with the current state of research relating to various issues of basic psychological research. In addition to central empirical findings, they know theoretical approaches and specific methods. They are able to critically reflect them.</p>		
	<p><b>Prerequisites:</b> none</p>		

16.	Compulsory Module: Specific Topics of Applied and Clinical Psychology	h	ECTS-Credits
	<p>Two lectures in Specific Topics of Applied and Clinical Psychology covering altogether 5 ECTS-Credits must be passed.</p> <p>The courses offer students the opportunity to engage in an in-depth examination of specific topics in application-oriented psychological research. Based on an overview of the state of knowledge of empirical research, the theoretical as well as the methodological basics are critically reflected and the practical relevance is shown. The courses cover topics that play a central role in current research in various fields of psychology. Fields of application include clinical psychology, occupational, organizational and business psychology, pedagogical psychology, health psychology and environmental psychology.</p>	4	5
	<b>Total</b>	<b>4</b>	<b>5</b>

	<p><b>Learning Outcomes:</b> The students know the state of research relating to special issues in applied and clinical psychology. In addition to central empirical findings, they know the theoretical approaches and special methods. They are able to critically reflect on them.</p>
	<p><b>Prerequisites:</b> none</p>

17.	Compulsory Module: Advanced Course of Basic and Applied Psychology	h	ECTS-Credits
	<p>Three seminars in advanced study of basic and/or applied psychology covering altogether 7.5 ECTS-Credits must be passed.</p> <p>Under guidance specific topics in basic research, clinical and applied psychology are studied and the competences acquired in basic and applied psychology improved. Special attention is given to an interdisciplinary analysis and issues related to practice.</p>	6	7.5
	<b>Total</b>	<b>6</b>	<b>7.5</b>
	<p><b>Learning Outcomes:</b> Based on specific problems in basic research, clinical psychology and applied psychology, students will learn to independently deal with specialist psychological literature and to analyse issues in applied psychology.</p>		
	<p><b>Prerequisites:</b> successful completion of compulsory modules 1, 2 and 4</p>		

18.	Compulsory Module: Internship	h	ECTS-Credits
a.	<p><b>Internship</b></p> <ol style="list-style-type: none"> <li>The students have to complete an internship of 300 hours to test and apply the acquired knowledge and skills. This includes: <ol style="list-style-type: none"> <li>the participation in psychological examinations, which are carried out at the Department of Psychology and covering 20 hours and</li> <li>an internship of 280 hours in an institution, where a psychologist works.</li> </ol> </li> <li>The 280-hour internship is to be completed in an institution where psychological activities are carried out and in which a psychologist is active. The internship must be completed under the guidance of a psychologist. The internship can also be completed in two parts, each individual part must cover 140 hours.</li> <li>It is recommended to pass the internship after the completion of the second semester at the earliest.</li> <li>If, despite demonstrable efforts, students are not able to pass an internship in an institution as described above, they can pass it as part of a research internship at the Department of Psychology.</li> </ol>		12
b.	<p><b>UE Reflection of Practical Experience</b></p> <p>In this course, the experiences that the students have acquired in their practice are reflected from different perspectives.</p>	1	0.5
	<b>Total</b>	<b>1</b>	<b>12.5</b>
	<p><b>Learning Outcomes:</b> Students have gained an insight into professional and / or scientific practice. They know tasks, problems and framework conditions of the practical work of psychologists, have competences in the analysis of problems of the psychological practice. They are able to subject professional experiences to a psychological analysis from different perspectives and to under-</p>		

	stand personal, social and institutional conditions of psychological activity. They also have a conceptual understanding of the connection between theory and practice and can use this understanding for further theoretical education.
	<b>Prerequisites:</b> none

19.	Compulsory Module: Research Practice	h	ECTS-Credits
a.	<b>SE Research Seminar I</b> Under guidance, students deal with a current topic in psychological research and gain an overview of the current state of research. They develop a scientific question and present it in the seminar. Subsequently, a study plan is determined and survey methods are prepared.	2	2
b.	<b>SE Research Seminar II with Bachelor's Thesis</b> This seminar continues the work commenced in Research Seminar I. The students carry out empirical studies and analyse the collected data. The theoretical foundations of the work, the methodology and the results of the study are comprehensively presented and discussed in the Bachelor's Thesis.	2	1 + 12
	<b>Total</b>	<b>4</b>	<b>15</b>
	<b>Learning Outcomes:</b> On the basis of the state of research, the students are able to develop investigative questions, to draw up adequate study plans, to select methods, to carry out the data collection and evaluation as well as to present the theoretical foundations and the findings in writing as well as to discuss them.		
	<b>Prerequisites:</b> successful completion of compulsory modules 1, 2 and 4		

(2) Elective modules covering a total of 10 ECTS-Credits must be passed:

1.	Elective Module: Focusing on Methods	h	ECTS-Credits
	<b>SE Focusing on Methods</b> Skills in scientific writing and specific skills in qualitative and quantitative data collection and analysis are improved. This includes, for example, special methods of variance and regression analysis, methods of complex data analysis, such as time series, longitudinal multi-level meta-analysis, the analysis of statistical models with latent variables, qualitative interview techniques and special methods of qualitative data analysis.	2	5
	<b>Total</b>		
	<b>Learning Outcomes:</b> Students have advanced methodical competences in collecting and analysing psychological data.		
	<b>Prerequisites:</b> successful completion of compulsory module 1, 2 and 4		

<b>2.</b>	<b>Elective Module: Advanced Study of Basic and Applied Psychology</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<p>A lecture from the following fields of basic psychological research which has not already been passed within the scope of the Compulsory Module Specific Topics of Basic Research is to be passed:</p> <p>VO Specific Topics of General Psychology (2 hrs., 2.5 ECTS-Credits)            VO Specific Topics of Biological Psychology (2 hrs., 2.5 ECTS-Credits)            VO Specific Topics of Developmental Psychology (2 hrs., 2.5 ECTS-Credits)            VO Specific Topics of Social Psychology (2 hrs., 2.5 ECTS-Credits)            VO Specific Topics of Psychology of Personality and Individual Differences (2 hrs., 2.5 ECTS-Credits)</p> <p>The courses offer students the opportunity to engage in an in-depth examination of specific areas of basic psychological research. The courses cover research topics that play a key role in current basic psychological research. Based on an overview of the state of knowledge of empirical research, the theoretical and methodological foundations are critically reflected. In addition, the practical relevance is shown.</p>	2	2.5
<b>b.</b>	<p>A lecture on a specific topics in applied and clinical psychology which has not already been passed within the scope of Specific Topics of Applied and Clinical Psychology covering altogether 2.5 ECTS-Credits is to be passed.</p> <p>This course offers the students the opportunity to engage in in-depth study of specific topics of application-oriented psychological research. Based on an overview of the state of knowledge of empirical research, the theoretical as well as the methodological basics are critically reflected and the practical relevance is shown.</p>	2	2.5
	<b>Total</b>	<b>4</b>	<b>5</b>
	<p><b>Learning Outcomes:</b>            The students have in-depth knowledge in a field of fundamental psychological research and have an insight into the state of research in a field of application of psychology.</p>		
	<p><b>Prerequisites:</b> none</p>		

<b>3.</b>	<b>Elective Module: Interdisciplinary Skills I</b>	<b>h</b>	<b>ECTS-Credits</b>
	<p>Providing the availability of places, courses corresponding to 5 ECTS-Credits may be taken from the Bachelor's and/or Diploma programmes at the University of Innsbruck. Seminars from compulsory module 17 of the Bachelor's Programme in Psychology may not be selected. It is particularly recommended to attend a course dealing with gender aspects and the results of women's and gender research.</p>		5
	<b>Total</b>		<b>5</b>
	<p><b>Learning Outcomes:</b>            This module serves to expand the study programme and to the acquisition of additional qualifications.</p>		
	<p><b>Prerequisites:</b> The requirements specified by the respective curricula must be met.</p>		

4.	Elective Module: Interdisciplinary Skills II	h	ECTS-Credits
	Providing the availability of places, courses corresponding to 5 ECTS-Credits may be taken from the Bachelor's and/or Diploma programmes at the University of Innsbruck. Seminars from compulsory module 17 of the Bachelor's Programme in Psychology may not be selected.		5
	<b>Total</b>		<b>5</b>
	<b>Learning Outcomes:</b> This module serves to expand the study programme and to the acquisition of additional qualifications		
	<b>Prerequisites:</b> The requirements specified by the respective curricula must be met.		

### § 6 Bachelor's Thesis

- (1) Within the scope of Research Seminar II, a Bachelor's Thesis corresponding to 12 ECTS-Credits must be written in the Bachelor's Programme Psychology.
- (2) By writing the Bachelor's Thesis students prove that they are able to carry out –under guidance psychological research, which corresponds to the standards of psychological research with regards to theory and methodological aspects. Usually Bachelor's Thesis include empirical investigations.
- (3) Several students may work on a topic jointly, if it is possible to attribute the performances to the individual students.

### § 7 Examination regulations

Performance is assessed in the following ways:

- (1) Compulsory modules 5, 7, 8, 12, 13 and 14 are evaluated by an overall written examination covering all contents of the courses of the resp. compulsory module.
- (2) The courses Social Psychology I and Social Psychology II are passed by a written overall examination.
- (3) All other modules are evaluated by course examinations. Course examination area:
  1. Examinations that assess the knowledge and skills covered in the lectures in which course assessment is based on a single examination at the end of the course. The course instructor has to define and communicate the method of examination (written or oral) before the course begins.
  2. Courses with continuous performance assessment, where evaluation is based on regular written and/or oral contributions by the participants.
- (4) Before the start of the course, the course lecturers have to inform the students in a suitable fashion on the objectives, contents and methods of their courses as well as the contents, methods, evaluation criteria and standards for their course.
- (5) The “Internship” is evaluated by the lecturer of “Reflection of Practical Experience” (UE) based on the written report on the internship. Positive evaluation reads “successfully completed”, negative evaluation “unsuccessfully completed”.

### § 8 Academic degree

Graduates of the Bachelor's Programme Psychology are awarded the academic degree “Bachelor of Science”, abbreviated as “BSc”.

### § 9 Transitional provisions

- (1) This curriculum applies to all students commencing the study programme as of the 2019/2020 winter semester.

- (2) Degree students, who have started the programme based on the curriculum of 2008, University of Innsbruck Bulletin of 21 April 2008, Issue 29, No. 258 before 1 October 2019, are entitled to finish this programme within eight semesters.
- (3) If the Bachelor's Programme Psychology based on the curriculum of 2008 is not completed in time, the students are subject to the curriculum of the Bachelor's Programme Psychology, University of Innsbruck Bulletin of 9 April 2019, Issue 35, No. 385 (curriculum 2019). In addition, students have the right to voluntarily change to the curriculum of 2019.

#### **§ 10 Coming into force**

This curriculum comes into force on 1 October 2019.