

Univerza v Ljubljani



**Presentation of the study program:**

**Undergraduate university study program of  
Psychology**

**University of Ljubljana, Faculty of Arts**



8. 1. 2020



## **Basic information on the study program**

Duration of the program: 3 years

Number of ECTS credits: 180

The title: Bachelor of Arts in Psychology

### **Principle goals and competences of the program**

The goal of the undergraduate program of psychology is to give the student basic knowledge and skills from fields of base disciplines, from psychological science and some other sciences connected with psychology. This knowledge is for the professional work, for further education and for the improvement in different forms of postgraduate studies (at a second level of the study of psychology) and for the specific in-service training.

At the undergraduate level of the study of psychology, students try to find themselves in various fields of psychology. They gain the basic education in all psychological disciplines, learn about main theories and methods of psychology, obtain basic psychological skills and discover the base of research in psychology. Acquired theoretical and methodological skills can be transferred to other fields of sociology.

The undergraduate level of the study of psychology does not guarantee sufficient professional qualifications to work as a psychologist, because students do not get any competences for doing their individual psychological practical work. After the finished undergraduate level, the graduate is qualified for doing some basic tasks in the field of professional work in sociology. The gained knowledge allows them the use of psychological cognitions in several fields of human activity and interpersonal relations. They can work under the supervision of the Master of Psychology or cooperate with other professionals in several fields of sociological activities where they try to solve some minor psychological problems within social, economic and cultural-creative activities. Their professional work is based on cognitions of psychological science, on principles of psychological professional ethics, on maturity and is oriented towards progress and humanisation of an individual, groups or the society.

### **General competences gained by the program**

- general knowledge, the ability of analyzing, synthesis, of foreseeing solutions and consequences of a problem
- Knowledge and use of style manual and citation methods
- critical and self-critical judgment (critical reading and understanding of a text, self-awareness of own points of view, suppositions, partiality, advantages and disadvantages)
- ability of using the gained knowledge in practical work
- skills of searching and using information, information literacy, the use of modern informational-communicational technologies

- communicational ability and skills, ability of communication in international environment, ability of oral and written transmission of knowledge or findings, skills of public appearance
- social skills, cooperation, working in a group, ability of moderating a group
- ability of preparing and performing a project work
- ability of leading your own professional and technical development
- independence, self-initiation
- knowledge, comprehension and consideration of basic principles and development of differences between individuals, groups and cultures
- ability of confronting the value questions and commitment to general human ethic principles

### **Subject specific competences gained with the program**

- understanding of the general structure of psychology and connection between its disciplines
- the control of ideas, knowledge and understanding of research and applied methods, procedures and processes in different fields of psychology
- coherent control of the basic psychological knowledge, ability of connecting knowledge from different fields and their use
- knowledge and understanding of bases and history of psychology
- ability of independent reading and understanding the psychological literature
- ability of solving concrete psychological problems with the use of critical analysis, scientific methods and procedures, ability of defining problems, processing the theoretical origins of the research and hypothesis, the selection of adequate research strategy, working the research plan, doing the research and valuing obtained results, reporting of discovering.
- knowledge of bases of measuring different psychological phenomena, understanding characteristics and the realisation of psychological tests analysis and interpretation of results of those analysis
- knowledge of fields and methods of psychological diagnostics
- knowledge of fields and theory of psychological advising
- ability of using various methods of collecting and processing quantitative and qualitative data and other psychological screening tests
- understanding and the use of methods of basic statistics and some multivariate statistics, ability of research and professional work in the field of sociology researches and marketing
- ability of incorporating new information and interpretations in the context of psychology
- development of skills in the use of knowledge in different fields of psychology, social competences for work in the society and for the society which involves: sensitivity for psychological aspects of social problems, knowing, understanding and consideration of an individual, a group and cultural diversity; researching and understanding interpersonal relations and the use of gained knowledge in various social praxis; understanding social, emotional, motivational, cognitive etc. processes of yourself and others in different circumstances; ability of connecting and maintaining the adequate relationship with the person being observed (by collecting data, in the test situation,

for conducting an interview, in observing, etc) and the ability of the appropriate communication with him.

- Competences for creative cooperation in a group of professionals, competences for a modern participation in processes of co-creation new cognitions and practical activities in different social praxis.
- Commitment to psychological professional ethics.

### **Employment opportunities of graduates**

- in the state administration (ministries and their offices – e.g. Education Development Office, Office of Drug, Office of Youth) and government offices (e.g. Ombudsman)
- in non-governmental organizations
- institutions and offices of the European Union
- in economy and private sector, especially at departments for marketing, personnel services and developmental departments of companies, in market-research agencies
- in journalism or in social welfare

Graduates can employ especially in the field of organisation and general psychological advisory and in organisation of work, organisation and management of developmental projects, professional advisory, marketing (planning and performing market researches, collecting and analysing data, the interpretation of them), conducting conversations (interviews), in fields of public relations, publishing and media (e.g. as editors, counsellors on preparing media-shows – e.g. for children). They can perform motivational training, can work in after school programs and the school care, can conduct youth workshops, work on help- lines and with refugees.

### **Admission requirements and selection criteria**

Those that have passed the upper secondary-school leaving exam (matura), those that completed any four-year secondary school program prior to 1 June 1995 or those with an equivalent education abroad may apply for the undergraduate program.

All candidates must demonstrate knowledge of the Slovenian language at level B2 according to the Common European Framework of Reference for Languages (CEFR) with an appropriate certificate.

Proper evidence of compliance with the conditions for enrollment are:

- A certificate of passing the examination of the Slovenian language at the B2 level or equivalent,
- Certificate of completed primary school in Slovenia or completed foreign primary school with Slovene as teaching language,
- High school diploma or certificate from last year of secondary professional education which contained subject Slovenian language,
- Certificate of completion of the bilingual (in Slovenian and foreign language) secondary education or the completion of a foreign secondary education with Slovenian teaching language,
- Diploma in higher education institutions in the RS and the certificate (statement) that the applicant has passed the program in the Slovenian language.

The expected number of enrolled students is 60 (regular studies) and 40 (party-time studies that is not available every year).

If there is a greater demand than there are places available, the university's admissions

office shall rank applicants according to the following criteria:

- Overall score in the leaving exam 60%
- Grade average in years 3 and 4 40%

### **Criteria for recognition of knowledge and skills acquired prior to enrolment in the program**

The Faculty of Arts may recognise the obtained knowledge, qualifications or capabilities which suit completely or partly the content and difficulty of general or subject-specific competences which are defined within particular study programs.

Knowledge, qualifications or capabilities gained with formal, informal or empiric studies are acknowledged. By acknowledgment:

- certifications and other documents (“untypical certifications”, documents of finished courses and other forms of education) are considered
- products, services, publications and other authorial students’ work are estimated
- knowledge gained with self education and empiric studies is estimated
- adequate working experience are considered

The recognized knowledge, qualifications and abilities may be allocated credits according to ECTS criteria for credit allocation of study programs and are recognized as a finished study obligation (e.g. as a part of exams, midterm exams etc. – without participation in lectures, exercises or seminars; recognition program study units that are based on work practice and experience). With the usual procedure, the Faculty of Arts handles students’ individual applications for accreditation of knowledge, qualifications and abilities, acquired through formal, informal or experiential learning. The application, submitted to the Student Office is passed on, to decide upon it, to the Department of Psychology which proposes credit allocation to knowledge, qualifications and abilities with ECTS credit points and the manner of its recognition.

Basic measure for recognition or non-recognition is comparability of the knowledge and competences acquired with the content and competences in study units of the undergraduate study program of psychology. The decision on students’ applications is made on the proposition of the department, by the Student Question Committee.

## **Course requirements**

### ***Conditions to proceed to the next academic year***

To proceed to the second year of the undergraduate study program, students must complete academic requirements for the 1st year to the extent that it reached 90 per cent of credits prescribed by the curriculum (54 from 60 ECTS).

To proceed to the third year of the undergraduate study program, students must complete academic requirements for the 2nd year to the extent that 90 per cent of credits prescribed by the curriculum (54 from 60 credits) for 2nd year. For enrolment in the third year, students must complete the necessary academic requirements, representing a total of 114 ECTS.

In the case of exceptional circumstances (laid down in the Statute of UL) students are allowed to proceed to the next year with the 85 per cent of credits (ie, reaching 51 ECTS). The shortfall may be granted only on prior written request with well-founded reasons for it. The requests are handled by the Student Question and Advisory Committee of the Faculty of Arts; the Appellate Body is the Senate of the Faculty of Arts.

All of the academic requirements must be completed before enrolment in the following academic year.

### ***Conditions for repeating a year***

Students who have not completed all of the academic requirements for enrolment in the next year, defined by the study program, are given a possibility to repeat a year once during the time of their studies, provided that they satisfy the conditions for repeating a year, defined by the study program. The conditions for repeating a year of the undergraduate study program in psychology are completed academic requirements for the year the students want to repeat, amounting 30 ECTS or 50 % of all credits for this year.

### ***Conditions for completing the program***

To complete the program, students must fulfil all of the requirements defined by the study program, totaling 180 ECTS.

## **Transfer between the programs**

Transitions are possible between study programs of the same cycle, i.e. of the 1<sup>st</sup> cycle.

Until the study programs adopted prior to 11<sup>th</sup> June 2004 stop being implemented, transitions are also possible from Non-bologna University study programs to study programs of the 1<sup>st</sup> cycle.

Transitions are possible between study programs:

- which ensure the obtaining of comparable competence at the conclusion of study;
- in which, with regard to the acknowledgement criteria, at least half of the obligations from the European Credit Transfer System of the first study program, which relate to the compulsory subjects in the second study program, can be acknowledged.

With regard to the scope of obligations acknowledged from the first study program, a student can enrol in the same or higher year of study in the second study program. In any case the candidate must meet the conditions for enrolment into the initial year of the study program to which he/she is transferring.

Enrolment into the initial year of the new study program is not considered transition between programs, even though individual obligations which the student had concluded in the first study program are acknowledged. In this case the candidate must meet the conditions for enrolment into the initial year in compliance with the law and study program.

In the transition process the following can be acknowledged:

- comparable study obligations which the student completed in the first study program;
- informally acquired comparable knowledge.

A student proves priorly acquired knowledge with appropriate documents.

A student can enrol in a higher year of the second study program if during the acknowledgement procedure due to the transition he/she is acknowledged at least as many credit points and those credit points that form the conditions for enrolment in a higher year of the publicly valid study program.

The fulfilment of transfer conditions between study programs, based on an individual application by the candidate, is decided on by the competent faculty body with a procedure that is established in the Statute of the University of Ljubljana.

### **Grading system**

Students' knowledge is examined and assessed by individual courses, therefore the learning process at every course ends with final examination of knowledge and skills acquired. Knowledge can be assessed by: oral and written examination, midterm examinations, essays or seminar papers and other written tasks, practical tasks or products, project works and reports on completed practical training.

Grading system:

- 10 – Exceptional knowledge without or with negligible faults
- 9 – Very good knowledge with some minor faults
- 8 – Good knowledge with certain faults
- 7 – Solid knowledge but with several faults
- 6 – Knowledge only meets minimal criteria
- 5 – Knowledge does not meet minimal criteria

### **The electives and transferability**

### ***Internal electives***

Students may choose from 14 specialist electives offered. In the fourth semester, they choose 2 out of 9 available and in the sixth semester one out of five. See Table 2 below. All elective courses are not carried out every year.

### ***External electives***

Students may complete 3 courses (9 credits, that is 5 % of the entire program) offered by another study programs at the Faculty of Arts or at the other faculties of the University of Ljubljana.

### ***Transferability***

Students are allowed to transfer 30 credit points of the program (a semester of studies, regardless of obligatory courses or electives) from any kind of psychology programs that are carried out at respected European universities in accordance with the Bologna Declaration.

### **The curriculum of the study program with the expected coordinators**

The courses are divided into pillars (the PL column in the following tables), namely:

A –professional compulsory courses, i.e. basic courses where students acquire necessary theoretical and practical skills and competences from different fields of psychology,

B –general compulsory courses, i.e. basic courses where students acquire necessary theoretical bases of related disciplines or general competences which help to obtain the knowledge of psychology and the subject related competences (i.e. non-psychological courses),

C – elective professional courses, i.e. courses where students extend their knowledge of separate, specific fields of psychology,

D – general elective courses, i.e. courses chosen by the choice of students (so called “external” courses).

The meaning of the abbreviations, used in the following tables: SE – semester, PL - pillar, CR – credits, L – lecture, CW – coursework, S- seminar, Ch – contact hours (L+CW+S), IND –individual work, SW – student workload



**Table 1: Curriculum with the expected course coordinators**

Course	SE	PL	CR	LE	CW	S	Ch	IND	SW	Expected course coordinator
<b>1<sup>st</sup> semester</b>			<b>30</b>	<b>270</b>	<b>105</b>	<b>30</b>	<b>405</b>	<b>415</b>	<b>820</b>	
Introduction to psychology	1	A	4	45	0	0	45	64	109	Darja Kobal Grum, Full Prof. PhD
Methodology of psychological research	1	A	3	30	15	0	45	37	82	Valentin Bucik, Full Prof. PhD
Descriptive statistics	1	A	5	45	30	0	75	62	137	Anja Podlesek, Assoc. Prof. PhD
Motivation and emotions	1	A	6	30	30	30	90	74	164	Darja Kobal Grum, Full Prof. PhD
Developmental psychology - childhood	1	A	6	60	30	0	90	74	164	Maja Zupančič, Full Prof. PhD
Neurophysiology	1	B	3	30	0	0	30	52	82	Marko Kreft, Full Prof. PhD
General elective I	1	D	3	30	0	0	30	52	82	
<b>2<sup>nd</sup> semester</b>			<b>30</b>	<b>255</b>	<b>120</b>	<b>0</b>	<b>375</b>	<b>445</b>	<b>820</b>	
Statistical inference	2	A	6	45	30	0	75	89	164	Anja Podlesek, Assoc. Prof. PhD
Cognitive psychology	2	A	9	75	60	0	135	111	246	Grega Repovš, Assoc. Prof. PhD
Psychology of adolescence and adulthood	2	A	5	45	30	0	75	62	137	Maja Zupančič, Full Prof. PhD
Introduction to social psychology	2	A	3	30	0	0	30	52	82	Vlado Miheljčak, Full Prof. PhD, Velko S. Rus, Full Prof. PhD
Introduction to psychology of work and organisation	2	A	4	30	0	0	30	79	109	Katarina Babnik, Assist.. Prof. PhD
General elective II	2	D	3	30	0	0	30	52	82	
<b>Total 1<sup>st</sup> year</b>			<b>60</b>	<b>525</b>	<b>225</b>	<b>30</b>	<b>780</b>	<b>860</b>	<b>1640</b>	
<b>3<sup>rd</sup> semester</b>			<b>31</b>	<b>240</b>	<b>120</b>	<b>60</b>	<b>420</b>	<b>427</b>	<b>847</b>	
Multivariate methods	3	A	5	30	30	0	60	77	137	Valentin Bucik, Full Prof. PhD
Personality psychology	3	A	7	75	30	0	105	86	191	Andreja Avsec, Assoc. Prof. PhD
Construction of social reality	3	A	6	30	30	30	90	74	164	Vlado Miheljčak, Full Prof. PhD
Basics of neuroscience and behavioral neurology	3	A	3	30	15	0	45	37	82	Zvezdan Pirtošek, Full Prof. PhD
Introduction to educational psychology	3	A	3	30	0	15	45	37	82	Sonja Pečjak, Full Prof. PhD
Introduction to clinical psychology	3	A	4	15	15	15	45	64	109	Robert Masten, Assoc. Prof. PhD
General elective III	3	D	3	30	0	0	30	52	82	

Course	SE	PL	CR	LE	CW	S	Ch	IND	SW	Expected course coordinator
<b>4<sup>th</sup> semester</b>			<b>29</b>	<b>154+*</b>	<b>124+*</b>	<b>67+*</b>	<b>390</b>	<b>403</b>	<b>793</b>	
Basics of measurement in psychology	4	A	6	45	45	0	90	74	164	Anja Podlesek, Assoc. Prof. PhD
Psychology of social power and social influence	4	A	5	30	30	15	75	62	137	Vlado Mihelj, Full Prof. PhD
Pedagogy and andragogy for psychologists	4	B	5	49	4	7	60	77	137	Robi Kroflič, Full Prof. PhD
Psychology of learning	4	A	7	30	45	30	105	86	191	Sonja Pečjak, Full Prof. PhD
Elective professional I	4	C	3	*	*	*	30	52	82	
Elective professional II	4	C	3	*	*	*	30	52	82	
<b>Total 2<sup>nd</sup> year</b>			<b>60</b>	<b>394+*</b>	<b>244+*</b>	<b>112+*</b>	<b>810</b>	<b>830</b>	<b>1640</b>	
<b>5<sup>th</sup> semester</b>			<b>30</b>	<b>245</b>	<b>175</b>	<b>45</b>	<b>465</b>	<b>355</b>	<b>820</b>	
Test theory	5	A	7	60	45	0	105	86	191	Valentin Bucik, Full Prof. PhD
Views, social cognitions and representations	5	A	6	30	30	30	90	74	164	Velko S. Rus, Full Prof. PhD
Psychopathology and social pathology	5	A	5	50	10	0	60	77	137	Peter Pregelj, Assoc. Prof. PhD, Bojan Dekleva, Full Prof. PhD
Didactics of psychology	5 in 6	A	5	30	30	15	75	62	137	Cirila Peklaj, Full Prof. PhD
Psychology of work	5 in 6	A	4	45	30	0	75	34	109	Katarina Babnik, Assist. Prof. PhD
Introduction to counselling and psychotherapy	5	A	3	30	30	0	60	22	82	Robert Masten, Assoc. Prof. PhD
<b>6<sup>th</sup> semester</b>			<b>30</b>	<b>150+*</b>	<b>90+*</b>	<b>135+*</b>	<b>405</b>	<b>415</b>	<b>820</b>	
Cognitive Neuroscience	6	A	3	30	0	0	30	52	82	Grega Repovš, Full Prof. PhD
Applied developmental psychology	6	A	5	30	15	30	75	62	137	Urška Fekonja, Assoc. Prof. PhD
Developmental psychodiagnostics	6	A	7	45	15	30	90	101	191	Maja Zupančič, Full Prof. PhD
Interaction, group, application	6	A	5	30	30	15	75	62	137	Velko S. Rus, Full Prof. PhD
Didactics of psychology	5 in 6	A	3	15	15	15	45	37	82	Cirila Peklaj, Full Prof. PhD
Psychology of work	5 in 6	A	4	0	15	45	60	49	109	Katarina Babnik, Assist. Prof. PhD
Elective professional III	6	C	3	*	*	*	30	52	82	
<b>Total 3<sup>rd</sup> year</b>			<b>60</b>	<b>395+*</b>	<b>265+*</b>	<b>180+*</b>	<b>870</b>	<b>770</b>	<b>1640</b>	
<b>Total undergraduate programme</b>			<b>180</b>	<b>1314+*</b>	<b>734+*</b>	<b>322+*</b>	<b>2460</b>	<b>2460</b>	<b>4920</b>	

- it varies from one course to another; the number of individual CR depends on the selected courses



**Table 2: Selection of elective professional courses**

<b>Course</b>	<b>SE</b>	<b>PL</b>	<b>CR</b>	<b>LE</b>	<b>CW</b>	<b>S</b>	<b>Ch</b>	<b>IND</b>	<b>Expected course coordinator</b>	
Physiology of work	4	C	3	15	10	5	30	52	82	Marjan Bilban, Full Prof. PhD Darja Kobal Grum, Full Prof. PhD, Velko S. Rus, Full Prof. PhD
Communication studies for psychologists	4	C	3	15	0	15	30	52	82	Rus, Full Prof. PhD
Qualitative psychological research	4	C	3	0	0	30	30	52	82	Anja Podlesek, Assoc. Prof. PhD
Peer violence at school	4	C	3	15	0	15	30	52	82	Sonja Pečjak, Full Prof. PhD
Positive Psychology	4	C	3	30	0	0	30	52	82	Andreja Avsec, Assoc. Prof. PhD
Child's play and drawing	4	C	3	30	0	0	30	52	82	Urška Fekonja, Assoc. Prof. PhD
Psychology of everyday life	4	C	3	15	0	15	30	52	82	Darja Kobal Grum, Full Prof. PhD
Social psychology and social science/humanities	4	C	3	30	0	0	30	52	82	Velko S. Rus, Full Prof. PhD Cirila Peklaj, Full Prof. PhD, Melita Puklek Levpušček, Assoc. Prof. PhD
Learning in groups	4	C	3	15	0	15	30	52	82	Melita Puklek Levpušček, Assoc. Prof. PhD
Individual differences in childhood and adolescence	6	C	3	30	0	0	30	52	82	Maja Zupančič, Full Prof. PhD
Intelligence, giftedness, creativity	6	C	3	15	0	15	30	52	82	Valentin Bucik, Full Prof. PhD
Psychology of consumers	6	C	3	30	0	0	30	52	82	Eva Boštjančič, Assoc. Prof. PhD
Psychological prevention	6	C	3	15	15	0	30	52	82	Robert Masten, Assoc. Prof. PhD
Medical psychology	6	C	3	30	0	0	30	52	82	Robert Masten, Assoc. Prof. PhD

## Brief presentation of individual courses



*1<sup>st</sup> semester*

### *Introduction to psychology*

Students gain the most important basic information on the course, on aims and methods of psychology. They learn about bases and principles of diagnostic study and applied research in psychology. After the course, students obtain an impression of the research of psychology, the main problems with which psychology deals, aims and tasks that come along and methods which it uses. The structure of psychology is presented as a branch of science. Students also learn about basic fields and disciplines of psychology, its main interdisciplinary and transdisciplinary connections.

### *Methodology of psychological research*

Students acquire basic knowledge on methodology of psychological research. They learn various research methods, plans and steps (from the initial development of an idea to the report on final results of a research). They learn how to use bibliographic data bases, how to search online and how to prepare a research report or any other presentation of their work.

### *Descriptive statistics*

Students obtain basic knowledge on data analysis. They learn how to enter, survey, arrange and how to describe the collected data (they learn about measures of the central tendency, variability, forms of distribution, about the definition of the result's position in the distribution, bases of correlation). They learn how to logically present results in tabular or graphical formats and how to gain basic skills in working with a computer (descriptive univariate and bivariate statistics with the help of programs like MS Excell and SPSS).

### *Motivation and emotions*

Students learn theoretical and applied aspects of motivation and emotions (definition of both terms, its definition in the history, basic concepts and problems, theoretical approaches, their biological and cognitive aspects and measurement).

### *Developmental psychology - childhood*

Students adopt various developmental-psychological research strategies, methods and approaches to the research and the monitoring of child's development. They learn about chronological classification of developmental stages (before birth, baby stage, infant stage, young childhood stage, middle or late childhood stage) and about characteristics of development in several fields of these stages (in physical, motor, perceptive, cognitive, speaking, emotional, personal, social and moral field) and their mutual connection. They are introduced with developmental-psychological tests for babies, infants and children in their early and late childhood.

### *Neurophysiology*

Students obtain basic knowledge on the human organism with a special emphasis on the function of the nervous system. They learn about bases of naturalistic views of mental development. The course is essential for understanding the basic physiological processes.



*2<sup>nd</sup> semester*

### *Statistical inference*

Students acquire basic and advanced knowledge on data analysis. They learn how to perform statistical inference: compare measures of average, measures of variability, shares and correlations between two or more independent and dependent samples. Students learn to perform these sorts of statistical analysis with a computer.

### *Cognitive psychology*

Students learn about cognitive processes as basic psychological functions and obtain knowledge on their significance for mankind development. The principles of perception, learning, memory and of thinking are presented as active processes, with which a person comprehend and surpass his environment. They are introduced with the inclusion of cognitive psychology into a wider spectre of cognitive science and neuroscience which forms the basics of multidisciplinary view into cognitive processes.

### *Psychology of adolescence and adulthood*

Students learn about basic characteristics of developmental periods, from adolescence to the end of the life and obtain comprehension of basic regularities, factors and modern explanations of life development. They get a view into methodology of scientific research of psychological development and skills development to use the gained knowledge in professional work with different aged normative adolescents and adults.

### *Introduction to social psychology*

Students learn about the main thematic, methodological, historical developmental and present characteristics of modern social psychology and its relation to other psychological and non-psychological disciplines. Social psychology is presented as a theoretical, empiric-research, applied, intercultural and anthropological discipline. Students are acquainted with different theoretical branches, approaches and constructs of social psychology as well.

### *Introduction to psychology of work and organisation*

Students are acquainted with the course and with other important fields of psychology of work and organisation, which is a branch of applied psychology that deals with man at work. They learn about basic approaches of solving problems of man at work, ethical and legal aspects that are connected to this problem. They obtain a more profound view of man's working activity and understand possibility of making a career. Options for using psychological comprehensions in connection with realistic problems in working organisations are also presented.



3<sup>rd</sup> semester

#### *Multivariate methods*

Students obtain basic and advanced knowledge on data analysis (matrix calculus and general linear model; they meet different methods of predicting, classification and structuring). They learn to apply basic methods of multivariate statistics which are mostly used in correlation researches and know how to use a computer for multivariate analysis. They learn how to perform multivariate analysis in empiric researches and with practical work.

#### *Personality psychology*

Students obtain the most important basic information on personality and interpersonal differences and learn how to connect, critically judge and use this piece of information. They get a closer view in the study of personality psychology, its aims, tasks and methods that are used along. Besides, the most important theories, models of personalities, results in the field of structure, dynamics and personality development are more closely observed. Students also learn to apply those results in their own professional education and in their lives.

#### *Psychology of social power and social influence*

Students are acquainted with central questions of modern social psychology – the most important phenomena of social influence. The study of those phenomena presents the majority of modern social-psychological research, the connection between basic questions of man's social motivations and the relationship between an individual and the society.

#### *Basics of neuroscience and behavioral neurology*

Students comprehend anatomical correlations of psychological functions and disease states in brains. They obtain the basis of anamnesis of neurological disorders with disorders of higher mental functions, the communication with a neurological patient and short tests of cognitive functions. With the gained knowledge, students can understand and have a view of the normal and pathological anatomy and physiology of higher mental processes, knowing the main neurological diseases and psychological disorders connected to them.

#### *Introduction to educational psychology*

Students obtain basic knowledge on the course, on tasks of educational psychology, its development and on the methodology of educational psychological research.

#### *Introduction to clinical psychology*

Students acquire basis of clinical psychology: its definition, history, application and fields connected to it. Besides, the definition of normal and pathological and conceptual framework of clinical-psychological methods, different theoretical frameworks of clinical psychology – psychodynamic, a model of theory of learning, humanistic approach, systematic, developmental, medical approach and the ethics of clinical psychology are presented. Further understanding of specialities of the clinical psychological method and its applicability in other disciplines is based on this knowledge



4<sup>th</sup> semester

#### *Basics of measurement in psychology*

Students gain basic knowledge on measurement in psychology. They learn about different methods for measurement of feelings, viewpoints, opinions etc. They learn how to choose and use the right method of measurement for solving a problem (e.g. how to construct a scale for measuring various phenomena, how to measure the sensor- sensitivity of a person).

#### *Construction of social reality*

Students are acquainted with the perception and understanding of the existence of the social level of phenomena and a circular relation between the structure of social and individual-psychological phenomena. They learn about the phenomenon of social reality and the main theories which deal with it and then they try to use this knowledge to deal with the basic question of the relation between the society and individuals. In this way they connect their previous knowledge on social influence and social motivation with the help of social reality. Additional goals of this course are the problematic of scientific social psychology and social construction of science in general.

#### *Pedagogy and andragogy for psychologists*

Basic ideas of pedagogy, andragogy and didactics are presented to students. They also learn about school as a social institution, educational dimensions of the school program and the problematic of moral education; besides, they learn about basic didactic concepts, structural factors of lessons and their meaning for managing a quality study program, functions of individual didactic phases, study forms and methods, characteristics of study planning and curricular documents. They are also acquainted with adult education as a need of the society and institution, as a need of individual and professional development of an adult and the significance of whole-life education and adult learning. Different andragogic principles, methods, manners and techniques for work with adults are also presented.

#### *Psychology of learning*

Students obtain basic theories and methods of school learning, memorising and transferring. They also learn about factors of study efficiency, characteristics of self-regulating study, basic elements of study motivation, methods of its measuring, motivation of students and the most important factors of study inefficiency.



5<sup>th</sup> semester

### *Test theory*

Students gain basic knowledge of conducting and analysing psychological tests. They learn in detail about classic test theory and informatively about theory of an answer to an item and other paradigms. They learn how to conduct a simple psychological test (e.g. test of knowledge) and how to define the measurement characteristics. Students get qualified in reading and understanding scientific and technical literature in connection with psychological tests (e.g. validation researches and test manuals) and how to critically judge the adequacy of the used methods and carried conclusions in connection with the measurement characteristics of the test.

### *Views, social cognitions and representations*

Students learn how to consider modern paradigm of social psychology when reviewing basic knowledge in connection with different concepts of mental or social representations, positions and relating terms, discourses, social skills, evaluations, social cognitions and empiric methodology of their research. These terms are considered in connection with communication and with the emphasis on the role of general social knowledge and linguistics and to warn about generality, basis and pervasiveness of the above mentioned knowledge in the field of applied psychological disciplines.

### *Psychopathology and social pathology*

Students gain basic skills on psychopathology to recognize psychopathological phenomena and connect them logically into syndromes and psychological disorders. They also learn basic dimensions of phenomenology and aetiology of social pathological phenomena and those related discussed ideologies and praxis; they obtain the problematic of the relationship between the social and the individual in aetiology and phenomenology of aberrant behaviour and learn about interactive nature of assessment of social pathological phenomena.

### *Psychology of learning*

Students learn about psychological aspects of teaching: they obtain theoretical basis of teaching, terms of efficient teaching, and individual characteristics of students with special needs, types of psychological and pedagogical help to those children and the evaluation of study accomplishments.

### *Psychology of work*

Students are acquainted with basic theoretical terms and practical applications of handling a man at work within the field of psychology of work. Students are introduced with explanatory



and technical theories and gain basic diagnostic and interventional skills, professional and research competences in the field of psychology of work.

#### *Introduction to counselling and psychotherapy*

Students are informatively acquainted with the field of counselling and psychotherapy and the technical language. Besides, they learn about standards and regulations of this professional field and start to qualify for leading a psychologically grounded discourse and recognising disorders. They also learn how to intervene supportively in situation-specific needs of healthy people.



6<sup>th</sup> semester

#### *Cognitive Neuroscience*

The student will know and understand theoretical underpinnings, research approaches and findings that are contributed by cognitive neuroscience constituent disciplines. They will possess basic theoretical and methodological knowledge of the study of neuronal bases of cognition. They will be able to plan and carry out research projects in cognitive neuroscience and collaborate in multidisciplinary teams. They will be able to build upon and extend knowledge of psychological processes with findings of related disciplines. They will be able to use the knowledge gained in various areas of work in psychology.

#### *Applied developmental psychology*

Students learn characteristics of child development and learning in different mesosystems, e.g. in nursery school, school, peer groups, sports associations. They meet developmental characteristics of different groups of individuals, different methods and approaches for estimating child development and contexts of its development (scales of speaking development, story telling, scales of estimating child's play, questionnaires and scales for estimating the quality of nursery schools, quality of family environment and conversations with children). They learn about child's play, drawing, book, computer technology as a context for child's development and learning, the role of media in child's speaking development and development of communicating skills and the connection between speaking development and child's earlier and later literacy.

#### *Developmental psychodiagnostics*

Students learn about modern developmental-psychological approaches, methods, techniques, tests and basic legalities of developmental psychological evaluation; they also learn how to conduct simple developmental psychological tests and interpret results in accordance with developmental psychological explanations of normative development.

#### *Social psychology: Interaction, group, application*

The course combines intrapersonal and interpersonal level of treatment and it uses both in selected fields of social (inter)action (aggressiveness, altruism, mutual attraction, etc.) and connects it further to intra/inter group levels (structure, processes, atmosphere, and culture). It examines the relation "group-individual" from different aspects of identity. Processes in a group and among groups are handled in view of communication, interactions and social exchanges. Students are acquainted with different sorts of groups and organisations (including education organisation) and with social-psychological implications of social stratification.

### *Elective professional courses in the 4<sup>th</sup> and 6<sup>th</sup> semester*

#### *Individual differences in childhood and adolescence*

Students obtain modern explanatory models of development and individual differences in childhood/adolescence, sorts of consistencies and changes in individual differences, the role of base factors in development of individual differences, the meaning of early individual differences in developmental psychological exists and age appropriate methodology for studying individual differences.

#### *Intelligence, giftedness, creativity*

Students learn how to observe the development of intelligence in separate developmental periods, how to diagnose cognitive capacities of an individual and how to care for optimal progress of intellectual and creative potentials. They are acquainted with specific professional-ethic principles of treatment of the problematic of intelligence and creativity and the importance of their social inclusion. They learn about different opportunities of treatment and judgment of talents and individuals with a more distinctive creative potential, mechanisms of talent and creativity in different field of work and creativity in science and arts, development of talent and creativity in separate developmental periods. They learn how to distinguish and connect between concepts of cognitive capabilities and creativity.

#### *Psychology of consumers*

The use of basic results of psychological science in the field of consumption as a specific field of man's everyday activity is introduced to students. They learn how to study man's behaviour in theory and in practice. It's connected to methods of trading money, time and energy for goods, products and service. This gained knowledge, they are capable to understand and use the psychological knowledge in the field of marketing, in forming regulations and in self-protecting behaviour of consumers.

#### *Psychological prevention*

Students are introduced to planning and performing primary, secondary and tertiary prevention procedures. They know how to identify risky groups, how to accompany epidemiology and how to carry out basic preventive information.

#### *Medical psychology*

Students are acquainted with the field, models and concepts of medical psychology, its social context, qualitative researches in medical psychology, integration in medical psychology, biological mechanisms of health and diseases, cognitions related to health in connection with stress and health.

#### *Physiology of work*

Students are acquainted with burdens of employees, participants in the traffic and of athletes (not professional) and burdens in a complex working environment (where the work or other activities are done; working conditions, procedures, social relationships and other influences from outside belong here as well). Its purpose is to estimate, to measure and to involve into ergonomic transformation in the sense of connecting the most optimal relationships between biological, technical and ecological systems.

### *Communication studies for psychologists*

Students learn about basic psychological communications based on the study of ritual interactions, personalities, motivational and emotional correlations (honesty, trust, forgiveness ...), which are typical for interpersonal real and virtual interactions. They learn about basic characteristics and legalities of communication with the aim of learning how to use them in their future work and other communicational forms.

### *Qualitative psychological research*

Students gain basic knowledge about the use of qualitative methods in psychology. They learn how to use various qualitative research approaches and plans. They are also introduced with the course of qualitative research, different methods and techniques for collecting and processing qualitative data and they learn how to prepare a research report, which deals with qualitative research.

### *Peer violence at school*

During the course, different ways of peer violence, various roles and their psychological characteristics, the importance of a group and school atmosphere in the process of school violence are presented.

### *Positive Psychology*

Students will acquire information about aspects of the optimal functioning of the individual and learn to connect, critically assess and use these aspects in their lives and in the lives of others. They will gain an insight into the most important constructs, models and theories of positive psychology and the research results of genetic, neurobiological, biological and environmental factors and constructs of positive psychology. They will learn and apply scientifically verified psychological intervention to improve the well-being in different environments of positive psychology (in schools, work organizations clinical practice).

### *Child's play and drawing*

Students obtain developmental-psychological theories which explain child's play and drawing, the structure and content of child's play, assessment and analysis of child's play and drawing from the developmental-psychological aspect, the role of child's play and drawing in the child's development and learning. They learn how to analyse children's books and their effect on the child's development from the developmental-psychological aspect; they also learn to understand a) factors which are connected to child's perception and expression when playing, reading, drawing and b) the specificity of playing and drawing with different groups of individuals.

### *Psychology of everyday life*

Students learn about the problematic and fields (objects, aims, tasks, methods, most important theories and models) of psychology of everyday life and the main legalities, concepts, theories and research approaches which modern psychology is handling with. They learn how the most important spheres of human life are involved in everyday life.

### *Social psychology and social science/humanities*

Students learn about basic contents of the subject and methods of the chosen sociological professions, on the theoretical and empiric level of research, application, intercultural studies and anthropological synthesis and they get a view of modern social psychology and absorb understanding of its connection with other disciplines.

*Learning in groups*

Students learn possibilities of the use of learning in groups in different life periods and circumstances. They obtain characteristics of successful interaction with learning in groups and methods and strategies of its formation.



**Contact person for detailed information on the study program**

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