MODULE MANUAL

Applied Psychology (B.Sc.)

at the

University of Europe for Applied Sciences

Valid from Winter Semester 2025/2026

FOREWORD

In this module manual, you will find all relevant information about your study programme, such as:

- Content and qualification objectives of your study programme
- Teaching and learning methods
- Requirements for participation
- Usability of the module in other study programmes
- Requirements on the award of Credit Points according to the European Credit Transfer System and the number of Credit Points awarded in each module;
- Required as well as additional recommended reading
- Workload, frequency of the module and duration.

This module manual is supplemented by the current examination regulations.

We wish much pleasure and success in your studies,
the teaching staff of Applied Psychology (B.Sc.)

December 2024

Your persons of contact for questions regarding this study programme are the programme leader at the respective location and the chair of the Examination Committee.

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1 QUALIFICATION OBJECTIVES OF THE STUDY PROGRAMME

The Bachelor's study programme APPLIED PSYCHOLOGY (B.Sc.) is offered by the Department of Business.

The structure of the study programme with its modules, the corresponding courses and examinations serve to achieve the following overriding qualification objectives:

Graduates…

- know the basic psychological functions of human experience and behaviour from a theoretical perspective and apply these to various areas of application in psychology,
- understand factors influencing human learning processes, emotions, motivation and cognition as well as the resulting behaviour,
- understand the structure of the human mind from a phylogenetic and ontogenetic developmental perspective,
- understand social processes and interactions as psychological-social science phenomena,
- know how to categorise basic psychological knowledge historically in the paradigms of psychology,
- apply psychological research methods in various fields,
- understand current scientific psychology as a constantly developing, interdisciplinary research endeavour with strong content-related connections to questions, research and application topics in psychology,
- have solid independent skills in scientific work, the preparation of written scientific papers and solid skills in scientific argumentation adapted to the respective target group,
- are able to develop and answer their own current, relevant and innovative questions in psychology and present them using suitable media,
- can diagnostically identify central factors influencing human experience and behaviour and use them to work with people,
- have acquired key competences in psychological work with clients,
- have acquired competences for career development in psychology,
- have expanded their social skills in communication in teams, with superiors etc. both through knowledge of psychological theories and through practical implementation in so-called soft skill teaching formats,
- are able to scientifically answer social questions adapted to the respective target group,
- possess competences for self-reflection and self-care in psychological work,
- are capable of self-reflection as representatives of an interdisciplinary field of psychology that is subject to constant further development.

Moreover, graduates gathered interdisciplinary qualifications and competences. They…

- grasp the complex, interdisciplinary interconnections and influences in the complexity of experience, behaviour and society,
- have a sound knowledge of scientific research methods, including ethical and legal requirements and guidelines,
- are able to reflect on and interpret non-specialist data and statements against the background of their origin, i.e. differentiation on the continuum between opinion and evidence-based,
- have the ability to design scientific reports,

- are able to systematically apply the specialist expertise they have acquired and the solution concepts they have developed to practical problems,
- have acquired communication and presentation skills relevant to the business context,
- know and use methods for self-reflection in order to scrutinise attitudes that guide their actions and acquire self-management skills,
- are able to continuously develop their own personality by consciously seeking out further training opportunities and reflecting on learning experiences and social interactions,
- have strengthened their personal maturity to take on professional responsibility.

2 CURRICULUM / STUDY PLAN

Curriculum[1]
Applied Psychology (B.Sc.)
For intakes starting Winter Semester 2025/26

Module	Module type	Method of teaching	ECTS-Credit Points per semester						ECTS-Credit Points for the module	Hours per week (SWS)	Workload (in h)			Language	Form of assessment	Weight of the exam related to the final grade
			1.	2.	3.	4.	5.	6.			Total	Contact hours	Self study			
Research Methods	M	L	5						5	3	125	36	89	English	Case Study	2,82%
Perception and Cognication	M	S	5						5	3	125	36	89	English	Written Exam	2,82%
Personality	M	S	5						5	3	125	36	89	English	Written Exam	2,82%
Development over the Lifespan	M	L	5						5	3	125	36	89	English	Oral Exam	2,82%
Biological Factors	M	L	5						5	3	125	36	89	English	Written Exam	2,82%
Communication Skills	M	S	5						5	3	125	36	89	English	Presentation	2,82%
Statistics I	M	L		5					5	3	125	36	89	English	Written Exam	2,82%
Learning, Emotion and Motivation	M	S		5					5	3	125	36	89	English	Written Exam	2,82%
Social Factors	M	S		5					5	3	125	36	89	English	Written Exam	2,82%
Paradigms of Psychology	M	L		5					5	3	125	36	89	English	Presentation	2,82%
Introduction to Scientific Working	M	S		5					5	3	125	36	89	English	Term Paper	2,82%
Innovation Skills	M	S		5					5	3	125	36	89	English	Oral Exam	2,82%
Statistics II	M	L			5				5	3	125	36	89	English	Written Exam	2,82%
Empirical Research Projects	M	E			5				5	3	125	36	89	English	Poster Presentation	2,82%
Psychological Diagnostics, Interventions and Evaluations	M	S			5				5	3	125	36	89	English	Case Study	2,82%
Applied Learning: Clinical Interventions	M	L			5				5	3	125	36	89	English	Written Exam	2,82%
Applied Emotion: Psychopathology	M	S			5				5	3	125	36	89	English	Oral Exam	2,82%
Applied Development: School & Educational Psychology	M	S			5				5	3	125	36	89	English	Presentation	2,82%
Applied Perception: Psychology of Advertising	M	S				5			5	3	125	36	89	English	Presentation	2,82%
Applied Social Factors: Environmental Psychology	M	S				5			5	3	125	36	89	English	Written Exam	2,82%
Applied Motivation: Organizational Psychology	M	S				5			5	3	125	36	89	English	Term Paper	2,82%
Applied Biological Factors: Neuro-Rehabilitation	M	S				5			5	3	125	36	89	English	Written Exam	2,82%
Applied Cognition: Health Psychology	M	S				5			5	3	125	36	89	English	Written Exam	2,82%
Applied Personality: Forensic Psychology	M	S				5			5	3	125	36	89	English	Oral Exam	2,82%
Internship semester	M						30		30		750	0	750	English	Internship Report	16,95%
StartUp-Management in Psychology	M	L						5	5	3	125	36	89	English	Presentation	2,82%
Professional Development in Personnel Psychology	M	S						5	5	3	125	36	89	English	Oral Exam	2,82%
Interdisciplinary Course*	M							5	5	3	125	36	89	English		2,82%
Bachelor Thesis Colloquium	M	C						3	3	1	75	12	63	English	Proposal	
Bachelor Thesis	M	TH						12	12	0	300	0	300	English	Thesis	6,78%
Total			30	30	30	30	30	30	180	82	4.500	984	3.516			100,00%

[1] *subject to modifications*

Joint module with the Applied Business Psychology
Joint module with the Business faculty

List of abbreviations
Module type: M = mandatory, CE = compulsory elective
Teaching method: L = Lecture, E = Exercise, S = Seminar, I = Integrated (with lecture, seminar and exercise components), W = Workshop, C = Colloquium, CN = Consultation
Further abbreviations: HWS = Hours per week (1 hour = 45 min.)

*The course content differs between the winter and summer semesters. In terms of content, these modules convey digital knowledge from neighbouring disciplines.

Interdisciplinary Course for Winter Semester																
Digital Transformation	M	L						5	5	3	125	36	89	English	Study Diary	2,82%
Interdisciplinary Course for Summer Semester																
Digital Enterprise	M	S						5	5	3	125	36	89	English	Term Paper	2,82%

3 MODULE OVERVIEW

The following module descriptions usually match with those approved in the accreditation phase of the programme.

Please note that the module descriptions might be subject to minor changes.

Furthermore, we kindly invite you to refer to the list of examination forms published each semester for each module.

The following additional information applies to the study programme Applied Psychology (B.Sc.) with regard to teaching and learning methods:

- Lectures (L) focus on an overview of the central topics and the teaching of current theories in the subject.
- Seminars (S) are characterized by an interactive examination of the topic (e.g. in role plays, group work and application).

3.1 Research Methods

Frequency of offering:	At least once a year
Duration:	1 Semester
ECTS-Credit Points:	5
Workload in h:	Total workload: 125 Contact hours: 36 - Self-study and exam preparation: 89
Requirements for participation:	None.
Usability of the module:	The module can also be used in other study programmes according to the module's similar name in their respective curricula.
Grading:	Graded
Requirements on the award of ECTS-Credit Points:	See curriculum.
Learning outcomes:	This module provides an initial overview of psychological research methods. Students… • are able to point up central steps of psychological research, • can demonstrate the importance of philosophy of science and epistemological foundations for today's research, • can distinguish between quantitative and qualitative methods, • can outline the research process from the identification of a research question to the reflection and use of research results, • can identify the steps of the research process using examples • can generate hypotheses, • know the theoretical principles of measurement, • can operationalize psychological constructs and question them critically, • are able to select suitable research instruments for given questions, • can chose suitable methods of data analysis, • can read and understand research results, • can name tasks in the psychological research and for the identification and publication of scientific findings, • get to know the contents of research as a professional field in psychology.
Teaching and learning methods:	Lecture
Module content:	• Philosophy of science and epistemology • Methods of quantitative and qualitative research • Steps in the research process • Hypotheses and operationalization • Basics of data analysis and presentation of results • Critical reflection on research results
Recommended reading:	Mandatory reading as well as additional recommended reading will be published on Online Campus at the beginning of the semester.

3.2 Perception and Cognication

Frequency of offering:	At least once a year
Duration:	1 Semester
ECTS-Credit Points:	5
Workload in h:	Total workload: 125 Contact hours: 36 - Self-study and exam preparation: 89
Requirements for participation:	None.
Usability of the module:	The module can also be used in other study programmes according to the module's similar name in their respective curricula.
Grading:	Graded
Requirements on the award of ECTS-Credit Points:	See curriculum.
Learning outcomes:	This module conveys the central knowledge about perceptual and cognitive functions and its role for human experiences and behaviour. Students… • overview the biophysiological basis of perception (neural basis and psychophysics), • can explain the structure and function of the sensory apparatus (including visual system, acoustic system, olfactory system, haptic system), • know the principles of colour perception, • know the principles of auditory perception, • can name the gestalt laws of perception and can apply them, • can describe special perception processes (including movement, depth, optical illusions), • know theoretical explanations of perception and sensation, • can explain cognitive representations (including schemes, concepts) and apply them, • know the concept of attention (including factors influencing attention) and can apply it, • know the principles of speaking and understanding language, • reflect on processes related to creativity, • know processes of problem-solving and decision-making behaviour, • reflect on social perception in the context of diversity and its relevance for diversity, respect and tolerance, • know the central vocabularies in German and English, • reflect on the benefits of relevant psychological knowledge from this module for professional fields.
Teaching and learning methods:	Seminar
Module content:	• Biophysiological basis of the perception (neural basics and psychophysics) • Structure and function of the sensory apparatus (e.g., visual system, acoustic system, olfactory system, haptic system) • Colour perception • Form laws of perception

	• Special perception processes (including movement, depth, optical illusions) • Theoretical explanations of perception and sensation, • Location and subject determination • Cognitive representations (including schemes, concepts) • Attention and perception (including factors influencing attention) • Remembering and forgetting (including various types of memory) • Speaking and understanding language • Creativity • Problem solving and decision making
Recommended reading:	Mandatory reading as well as additional recommended reading will be published on Online Campus at the beginning of the semester.

3.3 Personality

Frequency of offering:	At least once a year
Duration:	1 Semester
ECTS-Credit Points:	5
Workload in h:	Total workload: 125 Contact hours: 36 - Self-study and exam preparation: 89
Requirements for participation:	None.
Usability of the module:	The module can also be used in other study programmes according to the module's similar name in their respective curricula.
Grading:	Graded
Requirements on the award of ECTS-Credit Points:	See curriculum.
Learning outcomes:	This module imparts knowledge about the basics of personality psychology. The focus is on the personality structure as a ground-breaking factor for typical feelings, thoughts and actions of people. Students… • name psychological definition of personality, • describe and explain human behaviour from different paradigmatic approaches of personality psychology, • can explain the methods of recording the construct "personality" associated with different psychological paradigms, • can critically discuss limitations and points of criticism of the personality assessment of the most common psychological paradigms, • know the development and the current state of research in intelligence and creativity research, • are able to name and critically reflect on the different concepts of intelligence and creativity, • are able to develop strategies and methods for diagnosing intelligence and creativity on the basis of their theoretical knowledge, • understand model assumptions on emotional competence and social competence, • learn to map the personality diagnostic process and the resulting assessment of the personality based on test procedures carried out by way of example, using individual results, • have concrete experiences with the procedures and the measurability of personality based on their own implementation of the test procedures and can reflect on them critically, • can independently design a process for personality diagnosis, assessment, and subject it to a critical assessment, • use valid tools to identify hidden talents in work arrangements, • are able to derive suitable procedures depending on the chosen paradigm to create, implement, evaluate, and interpret a test battery as the foundation of personality development exercises, • reflect on intercultural differences in personality in order to deepen values like respect and tolerance,

	• know the central vocabularies in German and English, • reflect on the benefits of relevant psychological knowledge from this module for professional fields.
Teaching and learning methods:	Seminar
Module content:	• Definition of the subject personality • Paradigms of personality psychology (including psychodynamic, cognitive, dynamic-interactive, as well as more modern approaches) and typical recording methods • Correlates, theories, and assessments of creativity • Fundamentals, correlates, and measurement of intelligence • Intercultural aspects of personality
Recommended reading:	Mandatory reading as well as additional recommended reading will be published on Online Campus at the beginning of the semester.

3.4 Development over the Lifespan

Frequency of offering:	At least once a year
Duration:	1 Semester
ECTS-Credit Points:	5
Workload in h:	Total workload: 125 Contact hours: 36 - Self-study and exam preparation: 89
Requirements for participation:	None.
Usability of the module:	None.
Grading:	Graded
Requirements on the award of ECTS-Credit Points:	See curriculum.
Learning outcomes:	This module imparts knowledge about the human development from fertilization to the end of life. Students… • can outline human development from pregnancy to high adulthood, • know central theories for understanding human development over the entire lifespan, • can identify appropriate research designs for assessing human development, • can question ethical issues in developmental research, • are able to differentiate between nature and nurture and identify (inter)cultural influences on development, • can identify relevant areas of human development as well as typical development tasks and crises in childhood and adolescence, • can identify relevant areas of and influencing factors on human development in adulthood, • understand aging as a developmental chance, • can derive developmental interventions, • can give examples of developmental psychological fields of activity in practice, • can give examples of developmental psychological fields of activity in practice (e.g. early life events, gerontopsychology), • know the central vocabularies in German and English, • reflect on the benefits of relevant psychological knowledge from this module for professional fields.
Teaching and learning methods:	Lecture
Module content:	• Object definition and introduction to the study of human development throughout the entire lifespan • Psychosocial theory and central theories for understanding human development • Different areas of human development (e.g. cognitive, moral, and psychosexual development) • Central developmental tasks and crises over the lifespan

	• Factors influencing successful aging • Intercultural aspects of aging • Object identification and introduction to research into human development from middle to advanced adulthood
Recommended reading:	Mandatory reading as well as additional recommended reading will be published on Online Campus at the beginning of the semester.

3.5 Biological Factors

Frequency of offering:	At least once a year
Duration:	1 Semester
ECTS-Credit Points:	5
Workload in h:	Total workload: 125 Contact hours: 36 - Self-study and exam preparation: 89
Requirements for participation:	None.
Usability of the module:	None.
Grading:	Graded
Requirements on the award of ECTS-Credit Points:	See curriculum.
Learning outcomes:	This module conveys the central knowledge about structures and functions of the human body from a biological perspective. Students… • can describe the structure of the human body, • can describe the basic biological structures of the nervous system and the brain, • can use their knowledge of the physiological, biochemical, and anatomical principles to describe physical functions, • can describe biopsychological correlates of human experience and behaviour, • can describe the structure and functioning of the human nervous system, • can show the reciprocity of biological and psychological processes, • can describe the development of the nervous system from an evolutionary perspective, • can understand complex psychobiological relationships and use them in different behavioural contexts to explain the experience and behaviour, • can provide an overview of human memory (including different types of memory and different memory processes), • can describe and critically reflect on the central bio-psychological research approaches and methods, • can use what has been learned for critical reflection on general psychological content, • know the central vocabularies in German and English, • reflect on the benefits of relevant psychological knowledge from this module for professional fields.
Teaching and learning methods:	Lecture
Module content:	• Object definition and goals of biopsychology • Research methods in biopsychology • Anatomy and function of the nervous system • Neurons, synapses, and neurotransmitters • Electrochemical and neurochemical basics of behaviour

	• Special biopsychological aspects (including sleep, biorhythm and arousal, biology of learning and remembering, biology of emotion and stress, immune system, and behaviour)
Recommended reading:	Mandatory reading as well as additional recommended reading will be published on Online Campus at the beginning of the semester.

3.6 Communication Skills

Frequency of offering:	At least once a year
Duration:	1 Semester
ECTS-Credit Points:	5
Workload in h:	Total workload: 125 Contact hours: 36 - Self-study and exam preparation: 89
Requirements for participation:	None.
Usability of the module:	None.
Grading:	Graded
Requirements on the award of ECTS-Credit Points:	See curriculum.
Learning outcomes:	This module imparts communications skills for psychological process in teams or dyads in counselling and consulting. Students… • develop an understanding of group and team processes, • discover interventions to increase self-reflection and practice methods for giving and receiving effective feedback and practice the formal design of intervision and mediation approaches, • gain communication skills used as a team member or a team leader, • transfer moderating leadership in the area of the collective memory of groups to break through mismatched heuristics in the group context, • understand empirically well-founded operating principles of group-based communication and leadership, • detect conflicts in human collectives (e.g. the conflict staircase) and demonstrate basic techniques for dealing with them constructively, • learn communication skills and strategies for mediation cases, • use communication skills to enact values such as tolerance and respect, • know the basic process of counselling and consulting, • apply communication skills for counselling and consulting, • know the central vocabularies and phrases in German and English, • reflect on the benefits of relevant psychological knowledge from this module for professional fields.
Teaching and learning methods:	Seminar
Module content:	• Communication strategies in teams and groups • Communication and conflict diagnosis techniques • Basics in communication skills in counselling and consulting • Mediation and team leadership • Current developments and challenges
Recommended reading:	Mandatory reading as well as additional recommended reading will be published on Online Campus at the beginning of the semester.

3.7 Statistics I

Frequency of offering:	At least once a year
Duration:	1 Semester
ECTS-Credit Points:	5
Workload in h:	Total workload: 125 Contact hours: 36 - Self-study and exam preparation: 89
Requirements for participation:	None.
Usability of the module:	The module can also be used in other study programmes according to the module's similar name in their respective curricula.
Grading:	Graded
Requirements on the award of ECTS-Credit Points:	See curriculum.
Learning outcomes:	This module conveys knowledge about descriptive statistics and basics in significance testing. Students… • know the basic statistical procedures for the collection, descriptive description and analysis of data, • explain the various procedures professionally, • know the advantages and disadvantages of the various methods and their statistical parameters, • implement the procedures for data collection and analysis in a professional manner, • know statistical software (e.g., SPSS), • professionally implement the relevant statistical software functions for the procedures, • after data collection, professionally plan the statistical analysis with regard to descriptive statistics, • understand the basics of inferential statistics, • explain the principles of inferential statistics, • correctly set up hypotheses, • understand and explain statistical results professionally, • classify statistical results critically, • evaluate the correctness of statistical results professionally.
Teaching and learning methods:	Lecture
Module content:	• Location and object determination: General procedure for data collection and analysis • Basic concepts of data analysis • Descriptive statistics: frequency distributions • Location parameters & dispersion measures • Data transformation and forms of distribution (e.g., z-transformation) • Probability & probability distributions (including elementary probability theory, dependent and independent events, special probability distributions) • Basic idea of hypothesis testing

	• Inferential statistics: analysis of relationships and directions of action (including Phi coefficient, Spearman, Pearson-Bravais) • Action guidelines for developing a test plan and for intelligent data management
Recommended reading:	Mandatory reading as well as additional recommended reading will be published on Online Campus at the beginning of the semester.

3.8 Learning, Emotion and Motivation

Frequency of offering:	At least once a year
Duration:	1 Semester
ECTS-Credit Points:	5
Workload in h:	Total workload: 125 Contact hours: 36 - Self-study and exam preparation: 89
Requirements for participation:	None.
Usability of the module:	The module can also be used in other study programmes according to the module's similar name in their respective curricula.
Grading:	Graded
Requirements on the award of ECTS-Credit Points:	See curriculum.
Learning outcomes:	This module conveys the central knowledge about learning, emotion and motivation and its role for human experiences and behaviour. Students… • are informed about the beginnings of experimental learning psychology and early explanatory approaches (including stimulus substitution hypothesis), • can explain what classical conditioning is, • can explain operant conditioning and forms of application (including shaping, premack principle), • can describe the basics of observational learning, • know the further development of theories (including Skinner, Hull, Guthrie), • can name relevant representatives of learning theories and their postulates, • can report on application-related use of learning theories (including aversive learning, learned helplessness), • know the relationship between learning and memory representations (including schemes, concepts), • can differentiate between different types of memory in relation to learning, • can define motivation and know the definition and subject matter • use theories to describe motivation, • know about the basic motives (e.g. hunger, sexuality), • can explain models of achievement motivation and work motivation, • can report on the basics of emotion research, • know basic theories about the origin of emotions and universality, • can apply basic theories about the origin of emotions, • can apply theories on emotion processing (e.g. stress processing model), • know the principles of emotion regulation, • can use the central vocabularies in German and English, • reflect on the benefits of relevant psychological knowledge from this module for professional fields.

Teaching and learning methods:	Seminar
Module content:	• Beginnings of experimental learning psychology and early explanations (including stimulus substitution hypothesis) • Classical conditioning • Operant conditioning and forms of application (including shaping, premack principle) • Observational learning • Further development of theories (including Skinner, Hull, Guthrie, Estes) • Relevant representatives of the learning theories and their postulates Application-related use of the learning theories (including aversive learning, learned helplessness) • Learning and memory representations (including schemes, concepts) • Different types of memory related to learning • Definition and subject determination of motivation • Basic motives (including hunger, sexuality) • Achievement motivation & work motivation • Fundamentals of emotion research • Basic theories on the origin of emotions & universality • Theories on emotion processing (i.e. stress processing model) • Emotion regulation
Recommended reading:	Mandatory reading as well as additional recommended reading will be published on Online Campus at the beginning of the semester.

3.9 Social Factors

Frequency of offering:	At least once a year
Duration:	1 Semester
ECTS-Credit Points:	5
Workload in h:	Total workload: 125 Contact hours: 36 - Self-study and exam preparation: 89
Requirements for participation:	None.
Usability of the module:	The module can also be used in other study programmes according to the module's similar name in their respective curricula.
Grading:	Graded
Requirements on the award of ECTS-Credit Points:	See curriculum.
Learning outcomes:	This module imparts knowledge about social phenomena and processes for a better understanding of living and working together in groups and societies. Students… • know the relevance of the social construction of reality, • reflect on factors that influence interpersonal behaviour, • identify group dynamic effects and reactions, and develop an understanding of group and team processes, • recognize strengths and weaknesses of heterogenous groups, and work out positive and negative effects of teamwork, • know the five phases of group development (according to Tuckman) and the team watch (according to Francis & Young), • work out positive and negative effects of teamwork, • clarify the meaning of roles and attitudes in teams, • reflect the classic phenomenon of group think considering constructs such as hidden profiles and information pathologies, • use the phenomena of group polarization and deindividuation to explain the origin of prejudices, • question the popular scientific construct of crowd intelligence, • discover interventions to increase self-reflection and practice methods for giving and receiving effective feedback, • work out contingencies on performance differences in individuals vs. collectives, • describe socio-psychological influences on the self and identity, • can differentiate between social relief and social inhibition and show their connections, • evaluate the importance of attitudes for applied social psychology, • understand socially embedded impression formation and typical mistakes in social judgment formation, • verify the socio-psychological development conditions for stereotypes and discrimination and know their significance for modern open and subtle prejudices, positive discrimination and unconscious protection, • reflect on aspects of diversity in social groups,

	• working out contingencies in individuals, functioning more effectively than collectives under time pressure, • know the central vocabularies in German and English, • reflect on the benefits of relevant psychological knowledge from this module for professional fields.
Teaching and learning methods:	Seminar
Module content:	• Interpersonal relationships • Social cognition • Teams and groups • Impression formation • Prosocial behaviour • Aggression • Diversity • Social and global aspects of climatic influences • Reflection on classical models for their transfer to the present day • Current developments and challenges
Recommended reading:	Mandatory reading as well as additional recommended reading will be published on Online Campus at the beginning of the semester.

3.10 Paradigms of Psychology

Frequency of offering:	At least once a year
Duration:	1 Semester
ECTS-Credit Points:	5
Workload in h:	Total workload: 125 Contact hours: 36 - Self-study and exam preparation: 89
Requirements for participation:	None.
Usability of the module:	None.
Grading:	Graded
Requirements on the award of ECTS-Credit Points:	See curriculum.
Learning outcomes:	This module provides a historical overview of the academic field of psychology and its current professions. Students… • know the basic concepts and theories of psychology as well as the scientific approach in this subject, • know the fields of application of psychology, their different currents and their central assumptions, • know about the history of psychology, • have a basic understanding of the mind-body problem, • know the most important debates in psychology, • can create systematic connections between sub-disciplines of psychology and also bring them into a historical context, • know the basic questions of the sub-disciplines of psychology, • have a basic understanding of the different methodological orientations of the individual sub-disciplines of psychology, • know the different professional opportunities for graduates in psychology, • are informed about current research trends and paradigm shifts in psychology, • develop an understanding of the psychological profession and respective human core values to work with people.
Teaching and learning methods:	Lecture
Module content:	• Definition of "psychology" and its goals • History of psychology • Selected psychological currents and ideas of the human being based on their protagonists • Presentation of selected areas of psychology • Career prospects for psychologists • Human core values from a psychological perspective (e.g., tolerance, respect) • Current research developments and research trends
Recommended reading:	Mandatory reading as well as additional recommended reading will be published on Online Campus at the beginning of the semester.

3.11 Introduction to Scientific Working

Frequency of offering:	At least once a year
Duration:	1 Semester
ECTS-Credit Points:	5
Workload in h:	Total workload: 125 Contact hours: 36 - Self-study and exam preparation: 89
Requirements for participation:	None.
Usability of the module:	None.
Grading:	Graded
Requirements on the award of ECTS-Credit Points:	See curriculum.
Learning outcomes:	This module conveys the central qualifications in scientific working. Students… • can name basic concepts of scientific work, • are able to outline the procedure for creating scientific papers, • critically assess the relevance of scientific questions and develop their own, • can name sources of scientific knowledge and reflect them critically, • are experienced in literature research, using common research tools, • know guidelines for citation (e.g., APA), • can explain the necessity of citing and reflect on the consequences of missing or incorrect citation, • are able to differentiate between everyday and scientific language • can create scientific excerpts independently, • use scientific language to present scientific findings, • reflect on the relevance of scientific work in practice.
Teaching and learning methods:	Seminar
Module content:	• Structure of a scientific paper • Finding topics and formulating scientific questions, source research and search systematics • Classification of scientifically citable literature • Dealing with scientific texts (excerpts etc.) • Correct citation according to APA • Scientific language vs. everyday language and understandable writing
Recommended reading:	Mandatory reading as well as additional recommended reading will be published on Online Campus at the beginning of the semester.

3.12 Innovation Skills

Frequency of offering:	At least once a year
Duration:	1 Semester
ECTS-Credit Points:	5
Workload in h:	Total workload: 125 Contact hours: 36 - Self-study and exam preparation: 89
Requirements for participation:	None.
Usability of the module:	None.
Grading:	Graded
Requirements on the award of ECTS-Credit Points:	See curriculum.
Learning outcomes:	This module imparts innovation skills for development and improvements in psychological fields. Students… • understand the necessity of openness for changes and life-long learning, • gain skills of life-long learning, • understand the different types of knowledge (explicit / implicit - procedural / declarative - situational as well as collective) and the theoretical delimitation to related constructs such as data, information or also skills and wisdom, • can explain the relevance of knowledge inertia for competition, • prevent the unwanted outflow of knowledge by considering onboarding, processes, talent and retention management and employer branding from an applied psychological perspective, • recognize the importance of a culture of error and psychological security for enabling innovations, • reflect on demands, resulting from digitalization, • try and self-explore strategies of innovation, • can diagnose background variables to establish an environment conducive to innovation, • identify self-regulation as a prerequisite for effective innovation work in psychological occupational fields in the field of economy, clinic or the environment, • infer what makes counselling and consulting productive from a psychological perspective, • develop interventions to promote team flow, creativity and innovation in work groups, • localize starting points to increase the willingness to innovate in work arrangements and to reduce human errors, • shed light on the contribution of mindfulness and attention management to the minimization of frictional losses in the design of the interpersonal flow of information, • reflect on the dark side of applied psychology by working out proposed solutions to avoid self-exploitation, constant availability and burnout,

	• reflect on current developments and challenges in psychological fields and the necessity of innovations, • reflect on the benefits of relevant psychological knowledge from this module for professional fields.
Teaching and learning methods:	Seminar
Module content:	• Life-long learning • The path from unconscious ignorance to unconscious knowledge, knowledge sharing and group creativity in the area of innovation creation • Outflow and protection of knowledge • Innovation skills • Diagnostic and intervention tools in innovation development • Creation of context which allow innovation • Consulting for innovation processes and change management • Current developments and challenges
Recommended reading:	Mandatory reading as well as additional recommended reading will be published on Online Campus at the beginning of the semester.

3.13 Statistics II

Frequency of offering:	At least once a year
Duration:	1 Semester
ECTS-Credit Points:	5
Workload in h:	Total workload: 125 Contact hours: 36 - Self-study and exam preparation: 89
Requirements for participation:	None.
Usability of the module:	The module can also be used in other study programmes according to the module's similar name in their respective curricula.
Grading:	Graded
Requirements on the award of ECTS-Credit Points:	See curriculum.
Learning outcomes:	This module deepens the knowledge of significance testing. Students… • understand and implement confidence intervals, • understand the logic of inferential statistics and significance tests, • know and conduct analysis of contingency tables and implement them, • know and conduct non-parametric methods, • know and conduct t-tests and analysis of variances (ANOVA), • know and conduct correlation and multiple regression analysis, • know and understand factor analysis, • know and understand multilevel analyses, • understand the steps involved in developing a test plan, • understand intelligent data management, • assess the results of the above statistical procedures in a professional manner.
Teaching and learning methods:	Lecture
Module content:	• Confidence intervals • Logic of significance tests • Chi²-tests and analysis of contingency tables • Non-parametric methods • T-tests • Analyses of Variances • Correlation analyses (incl. partial correlation) • Multiple linear regression analysis • Factor analysis • Multi-level analysis • Action guidelines for developing a test plan • Intelligent data management
Recommended reading:	Mandatory reading as well as additional recommended reading will be published on Online Campus at the beginning of the semester.

3.14 Empirical Research Projects

Frequency of offering:	At least once a year
Duration:	1 Semester
ECTS-Credit Points:	5
Workload in h:	Total workload: 125 Contact hours: 36 - Self-study and exam preparation: 89
Requirements for participation:	None.
Usability of the module:	The module can also be used in other study programmes according to the module's similar name in their respective curricula.
Grading:	Graded
Requirements on the award of ECTS-Credit Points:	See curriculum.
Learning outcomes:	This module supports the application of methodological knowledge in individual supervised research projects. Students… • apply scientific knowledge of literature search, research procedures, statistical analysis and documentation, • can use basic methodological knowledge to develop an empirical research question, • can derive suitable research designs to investigate specific research questions (incl. RCTs,) • can design their own research projects, • can develop a description of a psychological construct, • are able to differentiate between survey questionnaires and psychological tests, • are able to develop a survey questionnaire, • are able to design a psychological test procedure under supervision, including the analysis of test and item parameters, the assessment of quality criteria and the development of a manual, • can apply statistical knowledge for data analysis within the framework of their own research projects, • critically reflect and interpret research findings, • can solve problems in the development and implementation of research projects, • can present and report on their own research results, • using APA style for presentation and citation, • can differentiate and question the role of the test director and test person in research projects, • can identify and critically evaluate empirical-experimental research projects in practice.
Teaching and learning methods:	Lecture
Module content:	• Basic of scientific working (in alignment with other modules) • Identification and elaboration of an empirical research question

	• Development of a psychological test instrument • Criteria for test quality • Development of a questionnaire design • Reliability estimates • Development of an experimental design • Implementation, analysis, interpretation and report of their own empirical study • Reflection of empirical studies
Recommended reading:	Mandatory reading as well as additional recommended reading will be published on Online Campus at the beginning of the semester.

3.15 Psychological Diagnostics, Interventions and Evaluations

Frequency of offering:	At least once a year
Duration:	1 Semester
ECTS-Credit Points:	5
Workload in h:	Total workload: 125 Contact hours: 36 - Self-study and exam preparation: 89
Requirements for participation:	None.
Usability of the module:	The module can also be used in other study programmes according to the module's similar name in their respective curricula.
Grading:	Graded
Requirements on the award of ECTS-Credit Points:	See curriculum.
Learning outcomes:	This module imparts central knowledge about diagnostics, the theory-based development of intervention and their evaluation. Students … • know theoretical model assumptions and the basics of the diagnostic procedure, • can represent special fields of application on psychological diagnostics, • recognize and categorize the different types of tests and name their special characteristics, • know how to describe the quality criteria of tests and how to use them appropriately, • understand an apply the theoretical principles of testing and structure of test procedure, • can describe the diagnostic process, • are able to apply their diagnostic knowledge to the design of the diagnostic process in different diagnostic settings, • outline the processes of the assessment, • are able to plan the diagnostic procedure for answering questions to be assessed, • carry out diagnostic tests to answer peer-reviewed questions, • know the central contents to write diagnostic reports, • can describe the procedures and the use of diagnostic procedures for evaluating interventions, • differentiate between different types of quality (e.g., process, structure, results), • are able to compare and use different evaluation designs, • can choose appropriate evaluation designs depending on the use case, • identify cases for diagnostic interventions and evaluations in practice.
Teaching and learning methods:	Seminar
Module content:	• Basics, types and fields of application of psychological diagnostics • Diagnostic process and the diagnostic situation • Definition of the subject and terms of the diagnostic assessment

	• Structure of an expert report or opinion • Basics of scientific evaluation • Planning and implementation of evaluation studies • Quality assurance and management • Evaluation approaches and use in practice
Recommended reading:	Mandatory reading as well as additional recommended reading will be published on Online Campus at the beginning of the semester.

3.16 Applied Learning: Clinical Interventions

Frequency of offering:	At least once a year
Duration:	1 Semester
ECTS-Credit Points:	5
Workload in h:	Total workload: 125 Contact hours: 36 - Self-study and exam preparation: 89
Requirements for participation:	None.
Usability of the module:	None.
Grading:	Graded
Requirements on the award of ECTS-Credit Points:	See curriculum.
Learning outcomes:	This module takes the basics of learning and applies them to the area of clinical psychology and clinical interventions. Students … • overview the field of clinical psychology, • are able to differentiate between health and illness, • can identify different learning theories in the clinical approaches from a historical and current perspective, • can explain and apply the process of (clinical) counselling, • know psychodynamic and -analytic approaches and can apply them, • know person-centred approaches and can apply them, • know cognitive-behavioural approaches and can apply them, • know gestalt therapeutic approaches and can apply them, • know the principles of systemic therapy and can apply them, • know integrative and eclectic approaches, • know the principles of group therapy and can apply them, • can describe the importance and factors in the therapeutic relationship, • reflect on the role of age in the counselling or therapeutic process, • reflect on the ethical aspects of clinical intervention, • know about the cultural aspects of clinical interventions, • exercise the basic principles of training and supervision, • know the central vocabularies and phrases in German and English, used in professional tasks and interaction in the respective field.
Teaching and learning methods:	Lecture
Module content:	• History of clinical interventions • Process of Counselling • Psychodynamic and psychoanalytic approaches • Person-centred approaches • Cognitive-behavioural approaches • Gestalt therapy approaches • Systemic therapy • Inclusive and eclectic approaches • Psychotherapeutic relationship

	• Ethics • (Inter)Cultural aspects • Group therapy • Training and supervision
Recommended reading:	Mandatory reading as well as additional recommended reading will be published on Online Campus at the beginning of the semester.

3.17 Applied Emotion: Psychopathology

Frequency of offering:	At least once a year
Duration:	1 Semester
ECTS-Credit Points:	5
Workload in h:	Total workload: 125 Contact hours: 36 - Self-study and exam preparation: 89
Requirements for participation:	None.
Usability of the module:	None.
Grading:	Graded
Requirements on the award of ECTS-Credit Points:	See curriculum.
Learning outcomes:	This module takes the basics of emotion and applies them to the area of Psychopathology. Students … • overview the width of psychopathology, • are able to differentiate between normal and abnormal emotions and behaviour, • can identify different emotion theories in the clinical approaches, • can recognize and understand the central symptoms of mental disorders and identify them in their various manifestations, • identify and apply suitable diagnostic procedures, • can name the etiopathogenetic factors and show them using case studies, as well as list the sustaining factors and appropriate intervention approaches, • get to know the category systems commonly used in diagnostics, show their differences, and critically reflect on the importance of diagnostic criteria, • will develop an understanding of the wide spectrum of mental illnesses, their symptomatology, and their manifestations in daily life, • are able to name the promoting and sustaining factors of specific diseases and identify etiological models, • can show the central research findings on aetiology and treatment and name the treatment method indicated for each disorder, • know the central vocabularies and phrases in German and English, used in professional tasks and interaction in the respective field.
Teaching and learning methods:	Seminar
Module content:	• Definition of abnormal behaviour • Theories and models of psychopathology • Recording and evaluation of abnormal behaviour • Diagnostic systems (DSM and ICD) and methods (e.g., tests, MRI) • Models and phenomenology of mental illnesses in the special disorder context • Treatment approaches according to the current state of research

	• Anxiety Disorders • Schizophrenia • Personality disorders diagnosis and recording of mental disorders • Somatoform disorders • Dissociative Disorders and PTSD • Substance-induced disorders • Eating and sleeping disorders • Cognitive disorders • Developmental disorders and disorders of childhood and adolescence • Sexual dysfunction and identity disorders
Recommended reading:	Mandatory reading as well as additional recommended reading will be published on Online Campus at the beginning of the semester.

3.18 Applied Development: School & Educational Psychology

Frequency of offering:	At least once a year
Duration:	1 Semester
ECTS-Credit Points:	5
Workload in h:	Total workload: 125 Contact hours: 36 - Self-study and exam preparation: 89
Requirements for participation:	None.
Usability of the module:	None.
Grading:	Graded
Requirements on the award of ECTS-Credit Points:	See curriculum.
Learning outcomes:	This module takes the basics of development (among others) and applies them to the area of Educational and School Psychology. Students … • overview the contents of educational psychology, • apply their knowledge from general psychology to the learning context, • can name media and their effects in the learning context, • develop didactics to support self-regulated learning, • are able to support lifelong learning, • know and apply diagnostics for school psychological issues, • self-explore and reflect on counselling processes, • reflect on benefits and challenges of inclusion, • know how to deal with phenomena such as bullying or absenteeism, • are able to develop intervention to support pupils' and teachers' resilience, • discuss benefits and challenges in the collaboration of different professions in the school context, • reflect on current challenges in school psychology, • know the central vocabularies and phrases in German and English, used in professional tasks and interaction in the respective field.
Teaching and learning methods:	Seminar
Module content:	• Definition of abnormal behaviour • Theories and models of psychopathology • Recording and evaluation of abnormal behaviour • Diagnostic systems (DSM and ICD) and methods (e.g., tests, MRI) • Models and phenomenology of mental illnesses in the special disorder context • Treatment approaches according to the current state of research • Anxiety Disorders • Schizophrenia • Personality disorders diagnosis and recording of mental disorders • Somatoform disorders • Dissociative Disorders and PTSD

	• Substance-induced disorders • Eating and sleeping disorders • Cognitive disorders • Developmental disorders and disorders of childhood and adolescence • Sexual dysfunction and identity disorders
Recommended reading:	Mandatory reading as well as additional recommended reading will be published on Online Campus at the beginning of the semester.

3.19 Applied Perception: Psychology of Advertising

Frequency of offering:	At least once a year
Duration:	1 Semester
ECTS-Credit Points:	5
Workload in h:	Total workload: 125 Contact hours: 36 - Self-study and exam preparation: 89
Requirements for participation:	None.
Usability of the module:	The module can also be used in other study programmes according to the module's similar name in their respective curricula.
Grading:	Graded
Requirements on the award of ECTS-Credit Points:	See curriculum.
Learning outcomes:	This module takes the basics of perception (among others) and applies them to the area of Advertising and Consumer Psychology. Students … • identify the use of psychological phenomena of perception in the field of advertising and consumption, • know the cognitive and affective basics of consumer behaviour and are able to implement them in an exemplary manner, • recognize unconscious parts of consumer behaviour, • reflect current neuromarketing findings based on the theories and models learned, • know the theoretical basics of advertising and advertising effectiveness, • acquire knowledge of the central concepts of communication policy, • are able to categorize and apply the models and theories of advertising effectiveness, • get to know the principles of conscious decisions in the sense of prospect theory and can interpret these, • gain knowledge of decision-making and judgment heuristics and are able to explain these, by using concrete examples, • know possibilities and findings of the use of emotions in advertisement and can reflect them critically, • know about the influence of psychological factors on purchasing decisions and can use them in a targeted manner, • are able to conceive a draft for the design of the advertising message according to psychological criteria, by using a case study and taking into account the theoretical background that has been learned, • know the central vocabularies and phrases in German and English, used in professional tasks and interaction in the respective field.
Teaching and learning methods:	Seminar
Module content:	• Perceptional as well as cognitive and affective basics of advertising and consumer behaviour • Basics of advertising and advertising effectiveness

	• Communication policy • Models of advertising effectiveness • Unconscious parts of consumer behaviour • Neuromarketing
Recommended reading:	Mandatory reading as well as additional recommended reading will be published on Online Campus at the beginning of the semester.

3.20 Applied Social Factors: Environmental Psychology

Frequency of offering:	At least once a year
Duration:	1 Semester
ECTS-Credit Points:	5
Workload in h:	Total workload: 125 Contact hours: 36 - Self-study and exam preparation: 89
Requirements for participation:	None.
Usability of the module:	The module can also be used in other study programmes according to the module's similar name in their respective curricula.
Grading:	Graded
Requirements on the award of ECTS-Credit Points:	See curriculum.
Learning outcomes:	This module takes the psychological knowledge about social factors (among others) and applies them to the field of Environmental Psychology. Students … • understand basic theoretical approaches and orientations of the young discipline of environmental psychology, • understand fundamental human-environment interactions, the influences of the environment on humans and the behaviour and actions of humans towards the environment, • understand the concept of the environment from the natural to socio-cultural environments (e.g., learning and work environments as well as information features), • are able to bring up current environmental psychological issues relating to globalization and sustainable development, • describe the various environmental factors that affect our health and mental wellbeing in different contexts (e.g., nature, work), • can identify the role and social responsibilities of humans in the interaction with their natural environment, especially with regard to ecological crises, • can develop theory-based intervention of environmental protection, • think about environmental protection from a global perspective, • can link fundamental psychological theories (e.g., socialization, prevention and intervention theories) to educational settings, • are able to create educational settings, considering psycho-social factors and sustainability goals, • recognize the role of work and workplace environment for relevant outcomes such as performance, health and job satisfaction in occupational psychology, • transfer theory-based knowledge of self-directed learning in agile environments from an applied psychological perspective to the design of attractive learning spaces, • clarify the connection between individual learning and organizational learning (e.g., by differentiating between Reflection in Action versus

	Reflection on Action) to distinguish more static approaches from organizational development, • create interventions to control and optimize the human factor in modern work environments, for example by improving ergonomics (human factor engineering; human-machine-interaction), • develop recommendations for action for the design of a psychological work activity in an increasingly globalized business environment based on reliable findings from intercultural psychology, • know the central vocabularies and phrases in German and English, used in professional tasks and interaction in the respective field.
Teaching and learning methods:	Seminar
Module content:	• Emergence of environmental psychology as an interdisciplinary research enterprise • Concept of the environment in historical and cultural change • Differentiation between environmental settings in human life • Educational settings for optimal learning and sustainable development • Environmental awareness and environmental protection • Occupational settings for optimal, healthy and sustainable work • Introduction to the topics of human-animal and human-technology interactions • Opportunities and risks of globalization and digitization
Recommended reading:	Mandatory reading as well as additional recommended reading will be published on Online Campus at the beginning of the semester.

3.21 Applied Motivation: Organizational Psychology

Frequency of offering:	At least once a year
Duration:	1 Semester
ECTS-Credit Points:	5
Workload in h:	Total workload: 125 Contact hours: 36 - Self-study and exam preparation: 89
Requirements for participation:	None.
Usability of the module:	The module can also be used in other study programmes according to the module's similar name in their respective curricula.
Grading:	Graded
Requirements on the award of ECTS-Credit Points:	See curriculum.
Learning outcomes:	This module takes the basics of motivation theory and applies them to the area of Organizational Psychology. Students … • can present the basic content of occupational and organizational psychology, • understand the contents of motivation in context with applied concepts of practice as organizational psychology, • know the theoretical basics of work motivation and job satisfaction with the corresponding survey methods and can differentiate between the two terms, • understand the central content theories of motivation, • understand the model of action phases and can assign the individual process theories to the respective phases and describe them, • know exemplary application possibilities in professional practice (e.g., participatory productivity management) and can interpret them, • know current perspectives of the working environment in the 21st century, with focus on the aspects of digitization, globalization and environmental psychology, • know the scientific background of attitudes, satisfaction and commitment, • gain knowledge of relevant psychological concepts in conflict management and negotiation, and are able to implement them using concrete examples in a company context, • reflect on findings on organizational culture, interculturality and diversity management on the basis of imparted theories, • understand models of change management processes, • are able to develop a change concept using case studies, considering the theoretical background that has been learned, as well as describing and justifying the individual elements, • know the central vocabularies and phrases in German and English, used in professional tasks and interaction in the respective field.
Teaching and learning methods:	Seminar

Module content:	• Object definition and introduction to occupational and organizational psychology • Role of academic psychology in effective organization • Theoretical foundations of work motivation and job satisfaction • Content theories of motivation • Model of action phases with process theories • Exemplary application possibilities in professional practice • Work 4.0 - the world of work in digitization and globalization • Attitudes, satisfaction and commitment • Conflict management and negotiation in the corporate context • Organizational culture - interculturality and diversity management • Change management
Recommended reading:	Mandatory reading as well as additional recommended reading will be published on Online Campus at the beginning of the semester.

3.22 Applied Biological Factors: Neuro-Rehabilitation

Frequency of offering:	At least once a year
Duration:	1 Semester
ECTS-Credit Points:	5
Workload in h:	Total workload: 125 Contact hours: 36 - Self-study and exam preparation: 89
Requirements for participation:	None.
Usability of the module:	None.
Grading:	Graded
Requirements on the award of ECTS-Credit Points:	See curriculum.
Learning outcomes:	This module takes the psychological knowledge about biological factors and applies them to the field of Neuro(bio)psychology. Students … • are able to describe the central research approaches and methods and reflect them critically, • are able to name the function of the brain areas and explain the concept of neuroplasticity, • can analyse and explain specific types of human behaviour form a neurobiological perspective, • are familiar with typical neurological and neuropsychological disorders and their symptoms, • understand the neuropsychological methods (e.g., imaging) to diagnose brain functions and injuries, • recognize professional fields applying neuropsychological knowledge, • know neuropsychological interventions to improve cognitive capacities, • know neuropsychological treatments of brain injuries, • overview the setting and strategies in neuro-rehabilitation, • know the central vocabularies and phrases in German and English, used in professional tasks and interaction in the respective field.
Teaching and learning methods:	Seminar
Module content:	• Object definition and history of neuropsychology • Research methods in neuropsychology • Cell organization, brain anatomy and biochemical activity • Function of the brain areas (including frontal, temporal, parietal, and occipital cortex) • Various neurological disorders (including amnesia, epilepsy) • Disorders of higher cortical functions (including aphasia, agnosia, apraxia) • Neuropsychological diagnostics • Neuropsychological interventions and treatments • Neuro-rehabilitation settings and strategies
Recommended reading:	Mandatory reading as well as additional recommended reading will be published on Online Campus at the beginning of the semester.

3.23 Applied Cognition: Health Psychology

Frequency of offering:	At least once a year
Duration:	1 Semester
ECTS-Credit Points:	5
Workload in h:	Total workload: 125 Contact hours: 36 - Self-study and exam preparation: 89
Requirements for participation:	None.
Usability of the module:	None.
Grading:	Graded
Requirements on the award of ECTS-Credit Points:	See curriculum.
Learning outcomes:	This module takes the basics of cognitive theory and applies them to the area of Health Psychology. Students … • can differentiate between health and illness and identify influencing factors on human health, • identify current health issues in our society (e.g. lifestyle diseases, planetary health), • can name current standards of optimal health and health behaviour recommendations, • know different methodological ways of assessing health psychological topics, • can differentiate between different types of prevention and allocate respective strategies and interventions, • can analyse the development of health-promoting and risk behaviour on the basis of central psychological theories, • develop and evaluate theory-based interventions to change health-promoting and risk behaviour and identify respective target groups, • overview stress and coping from different perspectives and their applications in practice, • can instruct relaxation exercises, • reflect on the advantages and disadvantages of e-health intervention, • develop interventions to support individuals with chronic illnesses, • can identify areas of application in health psychological research, • reflect on health communication strategies, • know strategies for occupational health management and conclude how classical health management can be adapted to the needs of the twenty-first century, • are able to combine classic concepts from occupational safety and occupational medicine can be transformed from a psychological perspective to greater acceptance and better effects in practical implementation, • understand job stressors (from a theoretical and practical perspective) and characterize fit leadership, resource orientation and work commitment as important starting points for sustainable health maintenance

	• recognize health policy issues and derive health psychological tasks for practice, • know the central vocabularies and phrases in German and English, used in professional tasks and interaction in the respective field.
Teaching and learning methods:	Seminar
Module content:	• Theories and concepts related to health and disease (incl. salutogenesis, psychoneuroimmunology) • Prevention • Health behaviour change • Stress and Coping (incl. job stress, relaxation exercise) • Management of chronic diseases • Maintaining and promoting health in different settings • E-health intervention • Health communication • Research methods in Health Psychology
Recommended reading:	Mandatory reading as well as additional recommended reading will be published on Online Campus at the beginning of the semester.

3.24 Applied Personality: Forensic Psychology

Frequency of offering:	At least once a year
Duration:	1 Semester
ECTS-Credit Points:	5
Workload in h:	Total workload: 125 Contact hours: 36 - Self-study and exam preparation: 89
Requirements for participation:	None.
Usability of the module:	None.
Grading:	Graded
Requirements on the award of ECTS-Credit Points:	See curriculum.
Learning outcomes:	This module takes personality theories and applies them to the area of Forensic Psychology. Students … • overview the historic roots of forensic psychology, • overview different areas of law such as civil law, criminal law, family law, • know theoretical models of criminal behaviour, • understand the role of the victim and respective phenomena (e.g., victimology), • reflect on the role of witnesses (e.g. credibility), • overview the aspects associated with the perpetrator's role (e.g., motives for crime, psychopathy, culpability, liability), • can name and apply tasks of psychological and psychiatric experts, • know the role of different professions in court (e.g., judge, public prosecutor, defence attorney), • analyse and understand the central aspects of an expert reports for court and reflect on common biases, • reflect on biases in the formation of judgment, • are familiar with actions of placement of offenders and compulsory placement in psychiatric institutions, • overview the problems of juvenile delinquency, • are able to develop crime preventive strategies, • know the central vocabularies and phrases in German and English, used in professional tasks and interaction in the respective field.
Teaching and learning methods:	Seminar
Module content:	• Historical understanding of forensic and legal psychology • Topics and phenomena from the perspectives of the various participants • Crime scene analysis • Expert reports for court • Formation of judgements • Areas of law • Professions in court (e.g., judge, public prosecutor, defence attorney) • Juvenile delinquency

	• Crime prevention
Recommended reading:	Mandatory reading as well as additional recommended reading will be published on Online Campus at the beginning of the semester.

3.25 Internship semester

Frequency of offering:	At least once a year
Duration:	1 Semester
ECTS-Credit Points:	30
Workload in h:	750 hours – of which at least 12 weeks full-time internship (at least 37.5 working hours per week) plus report
Requirements for participation:	None.
Usability of the module:	None.
Grading:	Graded
Requirements on the award of ECTS-Credit Points:	See curriculum.
Learning outcomes:	In this course, the students complete an internship of at least 12 weeks in order to be able to experience the application of their professional field in practice. The students are coached as part of the practical semester. The coaching is carried out by a coach chosen by the students for their practical semester, who supervises the internship scientifically and supports the preparation of the internship report according to scientific criteria. Students … • know the typical professional fields of psychology, • acquire knowledge of the psychological professional reality, • gain an understanding of the practical application of the knowledge acquired during the course in a professional context, • analyse psychological problems in everyday practice, • contrast theoretical and practical knowledge of psychology, • plan and organize their own internship project with psychological topics under the guidance of their coach, • develop a psychological question with practical relevance, which is prepared according to scientific principles, • apply the scientific backgrounds and methods to professional practice as part of their project, • create an internship report according to the criteria of an academic paper, in which they present their project and reflect critically (including implications for science as well as professional practice).
Teaching and learning methods:	Internship
Module content:	• Internship in a psychological field of work • Accompanying investigation of a psychological question • Utilization and participation in the coaching • Practice report in line with an academic paper
Recommended reading:	Mandatory reading as well as additional recommended reading will be published on Online Campus at the beginning of the semester.

3.26 StartUp-Management in Psychology

Frequency of offering:	At least once a year
Duration:	1 Semester
ECTS-Credit Points:	5
Workload in h:	Total workload: 125 Contact hours: 36 - Self-study and exam preparation: 89
Requirements for participation:	None.
Usability of the module:	The module can also be used in other study programmes according to the module's similar name in their respective curricula.
Grading:	Graded
Requirements on the award of ECTS-Credit Points:	See curriculum.
Learning outcomes:	This module conveys key competences for self-employment and enables to set up a company in a structured manner. Students … • gain an overview about self-employments in psychology, • understand the concept of entrepreneurial thinking and its underlying theories, • understand the business model concept, • know instruments to design and/or innovate existing business models, • can develop a business plan, • can use tools for strategic start-up planning are able to conduct market and competition analyses, • know common KPIs and can identify USPs for specific fields, • reflect on self-employment in psychological fields, • reflect on risk tolerance and risk management in own businesses, • know the central vocabularies and phrases in German and English, used in professional tasks and interaction in the respective field.
Teaching and learning methods:	Lecture
Module content:	• Basics, types and fields of application of psychological diagnostics • Diagnostic process and the diagnostic situation • Definition of the subject and terms of the diagnostic assessment • Structure of an expert report or opinion • Basics of scientific evaluation • Planning and implementation of evaluation studies • Quality assurance and management • Evaluation approaches and use in practice
Recommended reading:	Mandatory reading as well as additional recommended reading will be published on Online Campus at the beginning of the semester.

3.27 Professional Development in Personnel Psychology

Frequency of offering:	At least once a year
Duration:	1 Semester
ECTS-Credit Points:	5
Workload in h:	Total workload: 125 Contact hours: 36 - Self-study and exam preparation: 89
Requirements for participation:	None.
Usability of the module:	The module can also be used in other study programmes according to the module's similar name in their respective curricula.
Grading:	Graded
Requirements on the award of ECTS-Credit Points:	See curriculum.
Learning outcomes:	This module supports students in self-reflection on their qualifications and plans for their professional future by applying knowledge of personnel and occupational psychology. Students … • understand the role of employees as "human resources" and reflect of the consequences for employer-employee-interaction and work environments, • can summarize the tasks and strategies of personnel psychology and Human Resources (HR), • can apply tools of personnel development (e.g., diagnostics, SMART goals), • reflect on the role personal characteristics and resources (incl. age), • are able to detect work-related attitudes such as job satisfaction, commitment, organizational citizenship behaviour and altruism as central factors of personnel management, • critically question the dark core (i.e. sadism, Machiavellism, narcissism and psychopathy and their connections with leadership derailment) and its paradoxical effects on employee productivity, • transfer the concept of the growth mindset to practical personnel development, • build up skills in designing unorthodox but effective employee appraisals, • localize starting points to increase the willingness to innovate in work arrangements and to reduce human errors, • can differentiate between different types of leadership and know their effects and consequences, • characterize fit leadership, resource orientation and work commitment as important starting points for sustainable health maintenance, • identify the centrality of entrepreneurial thinking and acting for all organizational levels for a sustainably prosperous personnel psychology • derive well-founded socio-cognitive design recommendations for designing a Great Place to Work, • understand the latest findings in psychological economics and their effects on practical employee motivation (e.g., the corruption effect),

	• know psychopathologies in the work context (such as anxiety and panic disorders, depression, alcoholism, and bullying) and related phenomena in modern work environments and prepare to protect themselves in their future workplaces, • use this seminar for self-reflections and group-reflections about career paths in psychological fields, • know the central vocabularies and phrases in German and English, used in professional tasks and interaction in the respective field.
Teaching and learning methods:	Seminar
Module content:	• Self-reflection of individual career ideas, attitudes and competences • The role of academic psychology in effective human resource management • Personnel development • Psychologically informed work culture • Psychologically informed personnel work for the 21st century • Sustainable behaviour at work • Types of leadership and its effects and consequences • Great Place to Work • Competences to self-protect health and well-being • Current trends and challenges
Recommended reading:	Mandatory reading as well as additional recommended reading will be published on Online Campus at the beginning of the semester.

The course content differs between the winter and summer semesters. In terms of content, these modules convey digital knowledge from neighbouring disciplines.

3.28 Interdisciplinary Course

3.28.1 Digital Transformation (Interdisciplinary Course for Winter Semester)

Frequency of offering:	At least once a year
Duration:	1 Semester
ECTS-Credit Points:	5
Workload in h:	Total workload: 125 Contact hours: 36 - Self-study and exam preparation: 89
Requirements for participation:	None.
Usability of the module:	The module can also be used in other study programmes according to the module's similar name in their respective curricula.
Grading:	Graded
Requirements on the award of ECTS-Credit Points:	See curriculum.
Learning outcomes:	This module conveys digital knowledge from neighbouring disciplines. Students … • know and understand the basics of digital transformation and digital disruption, • place the digital transformation in a historical context, • interpret selected scientific, international literature on digital transformation, • know and understand the basics of the network economy and change management in networked companies and markets, • apply basic knowledge of change management in networked companies and markets to practical use cases, • deal intensively with technological meta-trends (artificial intelligence, quantum technology, big and smart data, block chain, the Internet of Things including Industry 4.0 as well as in virtual, extended and mixed reality), • will test the effectiveness of these meta-trends using best cases in different industries and communication contexts on a European level and in selected non-European markets, • recall and repeat the contents of the Marketing and Digital Media courses, • develop visionary, practical communication ideas by applying their acquired knowledge of the technological meta-trends, • perceive ethical contexts and conflict potentials and discuss them against the background of the social change that is triggered and supported by the above-mentioned meta-trends.
Teaching and learning methods:	Lecture

Module content:	• Digital transformation and digital technology key trends in relation to different industries and business models • Structural, social and technological meta-trends such as artificial intelligence, quantum technology, big and smart data, block chain, the Internet of Things including Industry 4.0 as well as virtual, augmented and mixed reality among others • Digital Ecosystems and Digital Networks • Digital Disintermediation, Digital Disaggregation and Digital Convergence • Types of Technologies, Technology Life Cycles and Technology and Technology Watch (monitoring and forecasting) • Digital Disruptive, Sustained and Efficiency Technology Innovation Models • Ethical challenges of these new technologies • Visionary approaches to communication and campaign planning • Network economy on a European level as well as in selected non-European markets • Structural requirements and developments of transformation processes in networked markets and companies • Change management • Case studies and practical use cases / projects in Digital Transformation
Recommended reading:	Mandatory reading as well as additional recommended reading will be published on Online Campus at the beginning of the semester.

3.28.2 Digital Enterprise (Interdisciplinary Course for Summer Semester)

Frequency of offering:	At least once a year
Duration:	1 Semester
ECTS-Credit Points:	5
Workload in h:	Total workload: 125 Contact hours: 36 - Self-study and exam preparation: 89
Requirements for participation:	None.
Usability of the module:	The module can also be used in other study programmes according to the module's similar name in their respective curricula.
Grading:	Graded
Requirements on the award of ECTS-Credit Points:	See curriculum.
Learning outcomes:	This module conveys digital knowledge from neighbouring disciplines. Students … • deepen their knowledge of short- and long-term campaign dramaturgies, which include various sub-areas of marketing and public relations (e.g. Social Media, Voice, Influencer, eCommerce, SEO/SEA etc.), • independently develop complex campaign ideas based on practical examples from the areas of "Marketing" and "Public Relations" and work them out in detail, • know and understand the essential elements of customer centricity, • know and understand the essential elements of search engine optimization, website optimization and digital advertising, • independently develop complex competition, content, touchpoint and target group strategies, • develop strategic concepts for the use of digital touchpoints including rules of community management, • implement appropriate tracking environments, • subject marketing or communication campaigns to operational controlling (monitoring), • learn to implement and control campaigns on the basis of real practical cases – in consultation with cooperation partners from the media industry – and to measure success on the basis of relevant key figures, • integrate their knowledge into digital media business models and business contexts, • design their own solutions based on practical examples.
Teaching and learning methods:	Seminar
Module content:	• Campaigning • eMarketing, Social Media Communication, Voice Communication. • Touchpoint, target group, content and competitive analysis • Tracking Environments • Marketing and communication controlling (monitoring) • Basics of Community Management

	• Search engine optimization • Website Optimization
Recommended reading:	Mandatory reading as well as additional recommended reading will be published on Online Campus at the beginning of the semester.

3.29 Bachelor Thesis Colloquium

Frequency of offering:	At least once a year
Duration:	1 Semester
ECTS-Credit Points:	3
Workload in h:	Total workload: 75 Contact hours: 12 - Self-study and exam preparation: 63
Requirements for participation:	None.
Usability of the module:	None.
Grading:	Ungraded
Requirements on the award of ECTS-Credit Points:	See curriculum.
Learning outcomes:	Students … • know selected scientific theoretical principles and are able to apply these to the development of a research question and research questions, • know the course of a research process as well as the structure and central contents of a scientific paper, • apply learned scientific methods in a targeted manner, • are able to apply their knowledge to the design of a scientific paper, • apply the necessary techniques in terms of form, citation, language and style, • can develop, present and defend selected contents of a scientific paper.
Teaching and learning methods:	Colloquium
Module content:	Theoretical foundations of science: • aims and function of science, research process, scientific character Preparation of scientific papers: • Procedure and evaluation, structure and central contents • Selection and justification of chosen research methods (theoretical or empirical) • Description of the methodology used Design of scientific works: • form, citation, indexes, visualisation, language and style • Presentation of the planned Bachelor Thesis topic
Recommended reading:	Mandatory reading as well as additional recommended reading will be published on Online Campus at the beginning of the semester.

3.30 Bachelor Thesis

Frequency of offering:	At least once a year
Duration:	1 Semester
ECTS-Credit Points:	12
Workload in h:	300
Requirements for participation:	See Examination Regulations
Usability of the module:	None.
Grading:	Graded
Requirements on the award of ECTS-Credit Points:	See curriculum.
Learning outcomes:	Students … • apply learned tools of scientific work, • can develop scientific questions independently, • are able to select relevant scientific methods, • can apply quantitative and qualitative methods in practice, • make appropriate use of the subject-specific terms and methods learnt during their studies, • work independently on a training-relevant problem/topic, • limit or expand the selected research question in such a way that the scientific contribution appropriate to a thesis is made.
Teaching and learning methods:	Bachelor Thesis
Module content:	• Writing a theoretical or empirical final thesis/bachelor thesis within a specified period • Accompaniment by a supervisor • Selection and application of relevant scientific research methods learned during studies • Independent planning and implementation of a research project • Application of the theoretical knowledge acquired in the course of studies to a concrete problem • Structured organisation of a research project and use of scientific language • Rule-compliant handling of sources and scientific honesty
Recommended reading:	Mandatory reading as well as additional recommended reading will be published on Online Campus at the beginning of the semester.