

**University of Zagreb
Faculty of Humanities and Social Sciences**

DOCTORAL DEGREE PROGRAM IN PSYCHOLOGY

Department of Psychology, 2006.

1. INTRODUCTION

1. 1. Rationale

The Doctoral Degree Program in Psychology is the highest level of research training in psychology, which is organized according to the principles of the Bologna process. It is envisaged as the continuation of the education of psychologists who have completed an undergraduate and graduate program in psychology, or who have completed a four-year program in psychology (the latter applies to students who studied according to the programs that were in effect until the academic year 2005/2006).

The Doctoral Degree Program in Psychology (Ph.D.) is the highest level of research training in psychology, and enables psychologists to carry out most complex scientific and research tasks, do independent research and pursue an academic career.

The program is not limited to a particular area of psychological science, but includes its various fundamental and applied fields. It encompasses the fundamental fields of psychology such as the following: psychological methodology, psychometrics and quantitative methods, cognitive psychology, neuroscience, personality psychology, social psychology, educational psychology, developmental psychology, clinical and counseling psychology, as well as work and organizational psychology. Special emphasis is laid on a thorough introduction to psychological research methodology, the problems of psychological measurement, and the most recent insights and research paradigms in certain fields. A detailed insight into the recent research in Croatia and abroad, the best Croatian researchers in their fields and cooperation with the most eminent foreign researchers all make this doctoral degree program in psychology comparable to general doctoral degree programs offered at European and American universities and a competitive edge in relation to other such programs in the region.

The degree program will be largely realized by way of intensive individual tutorials, focusing on the subspecialization of the student's interest. Seminars and seminar papers, individual tutorials, round table discussions and other forms of intensive knowledge exchange stimulate the student to keep up to date with the recent psychological literature and to critically review it. Students will also be able to actively participate in doing research, publishing it and presenting it to their peers in scientific colloquia and at domestic and international conferences. This research activity will introduce doctoral students to the world of science and will prepare them to fully and actively participate in research. Special emphasis will be given to research which will be the basis of the student's doctoral dissertation. It will be conducted under supervision from the student's advisor, at the same time including a significant share of original independent research.

1. 2. Proposer's experience in conducting postgraduate programs

Postgraduate degree programs in psychology were started on the initiative of the Department of Psychology of the University of Zagreb Faculty of Humanities and Social Sciences in 1966, as the highest training degree in the areas of social psychology, work psychology and clinical psychology. The first generation of postgraduate students was enrolled in the academic year 1966/1967 and consisted of 15 students. The first postgraduate degree program in psychology admitted only graduate psychologists, and was organized as a master's degree program. However, very soon the need arose for practical specialist training of psychologists, and in the academic year 1970/1971 postgraduate specialist programs in clinical psychology, work psychology and school psychology were started. During the 1980s, the postgraduate programs were substantially revised, the number of topics and courses was

increased, the total number of contact hours was increased to a hundred or so hours per semester, instructors from other faculties and universities were included, and first guest lecturers from abroad were invited. The postgraduate programs in psychology were completely up to date with the latest European and world trends in postgraduate training of psychologists, and many topics that were the focus of interest of psychologists at the time were included in the curriculum, such as stress research, research of the relationship between attitudes and behavior, research of the capability of simultaneous action, etc. Courses on these and other contemporary topics were taught by teachers from the Department of Psychology, which proves that the trends in world psychology and the Zagreb Psychology School were parallel. So far, 127 persons were awarded doctoral degrees, 182 persons were awarded master's degrees, and 67 were awarded specialist degrees by the Department of Psychology.

In 1996 a three-year doctoral degree program and a one-year doctoral degree program for master's degree and specialist master's degree holders in psychology were introduced. Thus, the postgraduate degree program in psychology was among the first programs at the University of Zagreb which introduced this form of postgraduate training. The introduction of a one-year program for the holders of a specialist master's degree in psychology enabled our colleagues who had no previous research training but completed one of the specialist programs to pursue a scientific career. The new program also increased the number of specialist programs. Thus, a specialization in school and preschool psychology and a specialization in work and organizational psychology were introduced. The new program was developed in accordance with the principles applied in similar programs of the most eminent international universities. In each generation 15 or so students were enrolled in the doctoral degree program, and 20 or so in the master's degree program. The specialist degree program in clinical psychology still enrolled the largest number of students (15 or so). In the ten-year period since 1996/1998 227 students attended various postgraduate programs in psychology. Four were awarded a Ph.D. within the doctoral program, 45 were awarded a Ph. D. outside the doctoral program, and 38 students were awarded master's degrees.

The instructors of the existing postgraduate degree programs in psychology make up the Council of the Postgraduate Degree Programs in Psychology, which comprises 18 members – course coordinators, and 55 instructors and collaborators, who teach particular topics within various courses. Lecturers from all departments of psychology in Croatia and Slovenia take part as instructors in the postgraduate programs, as course coordinators, guest lecturers and members of boards of referees for the defense of master's theses and doctoral dissertations. Postgraduate degree programs in psychology often host eminent scientists from Europe and the USA.

1. 3. Provisions for student mobility

The comparability of the Doctoral Degree Program in Psychology at the Department of Psychology of the University of Zagreb Faculty of Humanities and Social Sciences to other similar doctoral degree programs in Europe and in the rest of the world, primarily the USA, enables the students to transfer ECTS credits. Collaboration with foreign experts on common research projects and programs opens up possibilities of further exchange of doctoral students (Croatian students' study leaves abroad, and foreign students staying at the Department). Moreover, the possibility of accumulating ECTS credits at other degree programs through elective courses provides for student mobility and for cooperation with other postgraduate degree programs. The existing degree program also provided for student transfer to and from

other doctoral programs (several transfers did in fact take place), and this practice will be continued and significantly improved in the new program.

1. 4. Provisions for including the program or its part into a joint study program in cooperation with other Universities

The new Doctoral Degree Program in Psychology provides for student mobility and for transfer of ECTS credits. There is a strong possibility of close cooperation with Slovenian universities, especially the University of Ljubljana, whose lecturers are currently involved in research and teaching at the doctoral degree program of the Department of Psychology. We also expect a more intensive exchange of lecturers, researchers and doctoral students within several joint research programs within the ERA – FP-6 and FP-7 research framework.

2. GENERAL INFORMATION

2. 1. Name of program and field of study

The degree program is called *Doctoral Degree Program in Psychology*. The degree program belongs to the field of Social Sciences, the subfield of Psychology.

2. 2. Institution conducting the program and cooperating institutions

The institution conducting the degree program and the sole proposer of the program is the Department of Psychology, University of Zagreb Faculty of Humanities and Social Sciences. The program coordinator is Associate Professor Dinka Čorkalo Biruški, PhD.

Courses and individual tutorials are also conducted by the Department of Psychology, University of Zadar; the Department of Psychology, Faculty of Philosophy in Rijeka; Social Work Study Center, Faculty of Law in Zagreb and the Faculty of Education and Rehabilitation Sciences in Zagreb. The research segment of the doctoral degree program is carried out in collaboration with various Croatian and foreign organizations – home institutions of researchers with whom the members of the Department of Psychology are collaborating on projects and programs. They are: Medical School, Zagreb; The Rebro University Hospital; Faculty of Mechanical Engineering and Naval Architecture, Zagreb; the Faculty of Philosophy, Osijek; Stockholm University (Division of Work and Organizational Psychology); Griffith University, Australia (School of Psychology); Moscow University (Faculty of Psychology) Russia; University of Maryland, USA; University of Bergen, Norway; Corpus Christi College Station, Texas, USA; University of Göteborg, Sweden; University of Utrecht (Department of Child and Adolescence Studies, Faculty of Social Sciences), The Netherlands; University of Florence, Italy; Humboldt University, Germany; University of Ljubljana, Slovenia; University of Bihać, Bosnia and Herzegovina; University of Trieste, Italy; Max-Planck Institute for Brain Research, Germany; and Harvard University, USA.

2. 3. Institutional strategy for the development of doctoral programs

The proposer of the Doctoral Degree Program in Psychology, the Department of Psychology, University of Zagreb Faculty of Humanities and Social Sciences is the oldest and the largest psychological education and research institution in Croatia, and one of the largest institutions in the region. Moreover, the Department of Psychology is the only institution in

Croatia offering postgraduate training in psychology. Active cooperation with other psychology departments in Croatia and abroad is a guarantee of a continuing improvement in the teaching process and in the development of the research program. Degree program course and module coordinators take short-term and extended study leaves in research centers abroad, which ensures their continuous training. We expect more rapid institutional development to take place as a result of faculty, researcher and doctoral student exchange within several research programs in the ERA – FP-6 and FP-7 research frameworks.

The general development strategy of the doctoral degree programs is based on the inclusion of doctoral students in research projects led by lecturers teaching in the doctoral degree programs. Doctoral students will be included in teaching segments of undergraduate courses in psychology so as to gain first-hand experience in disseminating knowledge in their subspecializations being developed in their doctoral studies. Furthermore, the doctoral degree program includes various additional activities – such as publishing papers, presenting one's own research, participating in summer schools and in specialist seminars – which all supplement doctoral research as the crucial part of the doctoral degree program. The proposed doctoral degree program is designed to appeal to the most promising students in Croatia and the neighboring countries, which we consider a viable strategy based on our previous experience.

2. 4. Program innovations

The Doctoral Degree Program of the Department of Psychology, University of Zagreb Faculty of Humanities and Social Sciences is the only doctoral program for research training of psychologists. A long tradition (since 1966) of organizing and conducting postgraduate programs that have been continually improved, developed, modernized and in step with similar programs abroad, is a guarantee that the new doctoral degree program will meet the criteria of excellence and follow current trends in psychology and related disciplines. The proposed doctoral degree program embraces the tenets of similar international doctoral degree programs, while taking into consideration the particularities of the Croatian situation, thus integrating both approaches. On the one hand, the program provides a general research profile in psychology and does not offer a doctoral degree in a particular psychological subspecialization. On the other hand, it enables doctoral students and their advisors to jointly plan an individual program of study by selecting modules and other activities, and in this way specialize in a particular subfield. Personnel and research development of the Department of Psychology and cooperation with other European research and education centers is expected to result in offering a more specialized doctoral degree program in addition to this one.

2. 5. Admission requirements, including admission requirements for students who have obtained their degrees in accordance with degree programs before the academic year 2005

Applicants who were awarded the title of Graduated Psychologist and Secondary School Teacher of Psychology according to the old program will be admitted to the Doctoral Degree Program in Psychology if their grade point average is very good (4) or above. The Program will also admit applicants with a completed graduate degree program in psychology (Master's of Psychology) and applicants who have completed the graduate program in psychology according to the Bologna process, with a grade point average of very good (4) or above.

The Doctoral Degree Program will also admit applicants – holders of Master’s of Psychology and Specialist Master’s of Psychology degrees (mr. sc. and mr. spec.) as well as applicants who have completed all of the courses and other requirements in the postgraduate scientific or specialist program in psychology but who have not yet defended their final thesis, on condition that they have a grade point average of very good (4) or above. These cases will be considered individually and require a Letter of Application by the student. The Council of the Postgraduate Degree Programs in Psychology will determine whether any additional examinations might be required and whether any courses and other requirements completed in the respective graduate degree program may be credited towards the degree in the doctoral program.

The Doctoral Degree Program will also admit applicants – holders of Master’s Degrees in other fields. They will be admitted into a preparatory year of the Doctoral Degree Program. The preparatory year involves taking examinations as determined by a special board of the Council of Postgraduate Degree Programs in Psychology. Upon successful completion of the preparatory year and passing all the required examinations, these applicants shall be admitted in the Doctoral Degree Program in Psychology like all other applicants.

Applicants are required to enclose two Letters of Recommendation from professors of psychology. Moreover, they are required to enclose a short Curriculum Vitae (no more than 1800 characters), a detailed Letter of Motivation (no more than 1800 characters), a brief description of their research interests, a general research plan (no more than 3600 characters), and proof of any research done so far (complete articles and abstracts). All applicants are required to take the entrance examination assessing their level of research competence, which consists of drawing up a general research plan in the applicant’s field of interest.

Upon enrolment, the student is required to present his study funding plan, and enclosing a statement/certificate thereof.

2. 6. Enrollment criteria and applicant selection procedures

The Doctoral Degree Program in Psychology shall admit applicants who meet the requirements set forth in 2.5 above and who pass the entrance examination. The maximum number of students per generation is 25. In case of more applicants, the most successful 25 applicants will be selected.

2. 7. Competences to be acquired in the program, prospects for further research, post-doctoral research, and employment in the public and private sectors

The Doctoral Degree Program in Psychology is the highest level of research training in psychology, and enables psychologists to carry out most complex scientific and research tasks, do independent research and pursue an academic career. Upon completion of the Program, students will be able to work as equal partners in interdisciplinary research teams and will be able to scientifically evaluate research problems, do research in a methodologically sound way, and make valid interpretations of any research problems which may call for psychological expertise.

The quality of the program and the system of transferable ECTS credits enables students to continue their postdoctoral education at any university in Europe and overseas. Croatian and regional research centers are soon expected to offer special and highly

specialized training programs for the most highly qualified academic personnel (e.g. special courses in advanced statistical and analytical techniques, etc.).

The employment of highly qualified personnel with the highest academic degrees largely depends on the development strategy of the Republic of Croatia in the field of science and in other fields. Holders of a doctoral degree in psychology can take positions in various research institutions, academic institutions and other educational institutions, as well as specialized institutes; they can take particularly demanding positions in government administration and diplomacy and can take all positions in the private and the public sector which call for a high level of psychological expertise and scientific competence. The quality of the doctoral program and continuous comparison with other similar programs abroad ensure the competitive edge of the Croatian research personnel abroad.

3. PROGRAM DESCRIPTION

3. 1. Program structure and organization. Full-time and part-time study.

For full-time students with a Master's Degree, the Degree of Secondary School Teacher of Psychology or the Degree of Graduate Psychologist, the doctoral degree program is a three-year program. Most full-time students are expected to be admitted from research assistant positions from academic institutions and research institutes.

For full-time students with a Master's Degree in other fields, the doctoral degree program is a four-year program (which includes the preparatory year to take any additional examinations).

For full-time students with a Master's Degree in Psychology, the program may be shortened to less than three years, but no less than one year; i.e., the two previously completed years of the postgraduate scientific degree program can be credited towards the doctoral degree program. For full-time students with a Specialist Master's degree the doctoral degree program may also be shortened to less than three years, depending on the program previously completed and any other scientific achievements. Any such cases will be assessed on an individual basis, and additional admission requirements may be laid down based on the recommendation of the Council of the Postgraduate Degree Programs.

For part-time students the program may take twice as long, but no longer than seven years. Upon the expiration of seven years, additional requirements may be set down in order for the student to complete the degree program.

3. 2. List of compulsory and elective courses and/or modules with the number of contact hours and ECTS credits

There are two compulsory modules: *Psychological methodology* and *Psychometric theory and quantitative methods*. The remaining eight modules have been designed to cover the fundamental fields of psychology, such as personality psychology, social psychology, neuroscience, cognitive psychology, developmental psychology, educational psychology, clinical and counseling psychology, and work and organizational psychology.

Module/Coordinators	Courses/Lecturers	No. of hours	ECTS	Total no. of hours	Total ECTS
Psychological methodology	Qualitative methodology (Full Professor D. Ajduković)	15	5	75	25

(Full Professor V. Kolesarić)	Action research (Full Professor D. Ajduković)	15	5		
	Meta-analysis (Full Professor V. Kolesarić)	15	5		
	Experimental research design and data analyses (Assistant Professor D. Ivanec)	15	5		
	Testing statistical hypotheses (Assistant Professor D. Ivanec)	15	5		
Psychometric theory and quantitative methods (Assistant Professor V. Buško)	Structural equation modeling methodology (Assistant Professor V. Buško)	15	5	75	25
	Longitudinal and causal latent variables models (Assistant Professor V. Buško)	15	5		
	Factor analysis: confirmatory methods (Assistant Professor V. Buško)	15	5		
	Multivariate methods (Assistant Professor V. Buško)	15	5		
	Contemporary approaches to test theory: models and applications (Assistant Professor D. Ljubotina)	15	5		
Cognitive psychology (Full Professor P. Zarevski)	Consciousness, attention and memory (Full Professor P. Zarevski)	15	5	45	15
	Metacognition and intelligence (Full Professor P. Zarevski)	15	5		
	Attention, perception and motoric behavior – integrated approach (Assistant Professor D. Ivanec)	15	5		
Personality psychology (Associate Professor Denis Bratko)	Genetics and personality (Associate Professor Denis Bratko)	15	5	60	20
	Personality and intellectual competence (Associate Professor Denis Bratko)	15	5		
	Cross – cultural studies of personality (I. Marušić, Ph.D.)	15	5		
	Evolutionary psychology (Associate Professor I. Kardum)	15	5		
Social psychology (Full Professor D. Ajduković)	The cognitive approach in social psychology (Assistant Professor Ž. Kamenov)	15	5	75	25
	Research approaches to close relationships (Assistant Professor Ž. Kamenov)	15	5		
	The individual and social change (Associate Professor D. Čorkalo Biruški)	15	5		
	In-group loyalty and nationalism (Associate Professor D. Čorkalo Biruški)	15	5		
	Psychology and community social reconstruction (Full Professor D. Ajduković)	15	5		
Educational psychology (Associate Professor V. Vlahović-Štetić)	Cognitive models of learning: the case of mathematics and natural sciences (Associate Professor V. Vlahović-Štetić)	15	5	45	15
	Cognitive analysis of learning to read and write (Associate Professor S. Kolić-Vehovec)	15	5		
	Contemporary approaches to the research of motivation to learn (Full Professor V. Vizek-Vidović)	15	5		
Neuroscience (Associate Professor M. Tadinac)	Neurotransmitter systems (Associate Professor M. Tadinac)	15	5	75	25

Tadinac)	Psychoneuroimmunology (Associate Professor M. Tkalčić)	15	5		
	Functional organization of the brain (Associate Professor M. Tadinac)	15	5		
	Evolution of the nervous system and behavior (Associate Professor M. Tadinac)	15	5		
	Psychoneuroendocrinology (Associate Professor M. Tadinac)	15	5		
Developmental psychology (Assistant Professor G. Kuterovac Jagodić, Assistant Professor G. Keresteš)	Recent theories and methods in the study of human development (Assistant Professor G. Keresteš)	15	5	75	25
	New insights in the psychology of childhood and adolescence (Full Professor M. Ljubešić)	15	5		
	Recent trends in the psychology of adulthood and aging (Full Professor K. Lacković-Grgin)	15	5		
	Family as a context of development (Assistant Professor G. Keresteš)	15	5		
	Developmental risks, resilience and psychopathology (Assistant Professor G. Kuterovac Jagodić)	15	5		
Work and organizational psychology (Full Professor B. Šverko)	Predicting job behavior and job performance (Associate Professor Ž. Jerneić)	15	5	45	15
	Personality and work behavior (Full Professor B. Šverko)	15	5		
	Work and mental health (Assistant Professor D. Maslić Seršić)	15	5		
Clinical and counseling psychology (Associate Professor N. Jokić-Begić)	Integrative approach to the origin of mental disorders (Associate Professor N. Jokić Begić)	15	5	45	15
	Evaluation of psychological interventions and treatment (Associate Professor I. Živčić-Bećirević)	15	5		
	Specific features of methodology in clinical research (Associate Professor N. Jokić-Begić)	15	5		

3. 3. Compulsory and elective activities (participation in seminars, conferences, round tables etc.) and criteria of their transfer into ECTS credits

The program is structured around modules. In the three years of the degree program there is a total of 400 various contact hours. Each module consists of at least three courses, carries a total of 15 ECTS credits, and consists of at least 45 hours of instruction, including different teaching methods. Based on the complexity of the course and the student workload required to complete it, all of the courses have been standardized on 5 ECTS credits.

Two of the modules are compulsory (30 ECTS credits, 90 hours of instruction), and the student is required to select three of the remaining eight modules (45 ECTS credits, 135 hours of instruction). If a particular module consists of more than three courses, some of the courses may be compulsory and some elective. If such a module is compulsory, the student is not required to take all of the courses in the module, but only those set down in his/her individual program. The remaining courses (30 ECTS credit points, 175 hours of instruction) are also elective, and the student may take particular courses from other modules, other doctoral degree programs in Croatia and abroad, or courses offered at specialist degree programs in psychology, depending on their individual program. Elective courses amount to 75% of the overall program.

There are two compulsory modules: *Psychological methodology* and *Psychometric theory and quantitative methods*. The remaining eight modules have been designed to cover the fundamental fields of psychology, such as: personality psychology, social psychology, neuroscience, cognitive psychology, developmental psychology, educational psychology, clinical and counseling psychology, and work and organizational psychology.

At the end of the degree program, the student shall have a total number of 180 ECTS credits. Out of this, 30 ECTS credits are to be accumulated in compulsory modules, 45 ECTS credits in elective modules, and 30 ECTS credits in other elective courses. The student shall obtain the remaining 75 ECTS credits by completing the dissertation (45 ECTS credits), with a compulsory 12 ECTS credits obtained by writing seminar papers, taking the examination in research methodology, drawing up a research plan and its defense. The remaining 30 ECTS credit points may be accumulated through various scientific, research and teaching activities (30 ECTS credits).

In addition to credits obtained in taking courses and doing the dissertation, 30 ECTS credits points may be obtained through one of the following activities:

Activity	Compulsory/ elective	ECTS
Write a seminar paper – review article in the field of the doctoral dissertation (by the end of the 2 nd semester, written to the standard of being published in a journal)	compulsory	2
Write a seminar paper on the methodology of the field covered by the dissertation (by the end of the 3 rd semester)	compulsory	2
Draw up a research plan (prior to enrolment in the 4 th semester)	compulsory	2
Present the research plan to peers and defend it before a board of referees (during the 4 th semester)	compulsory	2
Pass the examination in scientific methodology of the	compulsory	4

research subspecialization (doctoral examination)		
Individual tutorials with the advisor/Supervisory Board members	compulsory	5 hours = 1 ECTS, 3 ECTS required per year
Total compulsory additional ECTS credits		15
Present at a conference	elective	3 domestic/5 international
Publish a review article (not co-authored)	elective	7 (domestic), 9 (international review)
Publish a research paper in a journal/book (not co-authored)	elective	8 (domestic), 12 (international review)
Publish a co-authored research paper in a journal/book	elective	5 (domestic), 7 (international review)
Present your own research at a seminar for the members of the Department and fellow students	elective	2
Hold a public lecture on a topic connected with the individual program	elective	2
Participate in a training school, course etc, (relevant to the doctoral program)	elective	12 (5 days)
Participate in instruction	elective	2 hours of exercises per week during a semester 4 ECTS 2 hours of seminar per week during a semester 4 ECTS 2 hours of lectures a week during a semester 8 ECTS ¹ assist in teaching a course, during at least half a semester 2 ECTS
Total additional elective ECTS credit points²		41-57

3. 4. Description of courses and/or modules

Module: PSYCHOLOGICAL METHODOLOGY

Module coordinator: Full Professor Vladimir Kolesarić

Course title: **QUALITATIVE METHODOLOGY**

Name of lecturer: Full Professor Dean Ajduković

Course contents

History and development of qualitative research. Contrasted paradigms in the qualitative approach: positivism, postpositivism, constructivism, critical theory. Phases of qualitative research: awareness of the researcher as a multicultural subject, theoretical paradigms, research strategies, methods of data collection and analysis, interpretation and presentation. Developing research designs in qualitative

¹ E.g. if the doctoral student draws up a proposition of an elective course.

² The student can earn additional credit points in other ways as well, by participating in other forms of research and other relevant activity. In this case the student will submit a request to the Council of the postgraduate programs to recognize a particular number of points (but no mre than 5 ECTS credit points). The request shall include a detailed description of activities in which the student participated and the amount of time the activities took. The final decision about recognizing ECTS credit points is ade by the Council of the postgraduate programs. The minimum number of points earned by publishing papers can be no fewer than 5.

research. The specifics of non-structured interviewing – entering the context, understanding culture, interviewer presentation, recruiting interviewees and gaining access, building trust. Specific problems of observation techniques. Case study – the specifics of methods, limitations, possibilities of generalization, the selection of a case. Qualitative data and analysis management. Using computers in qualitative studies. Ethical issues in the qualitative approach.

Course objectives

Students will broaden their knowledge in qualitative research methodology. They will develop a critical approach to choosing qualitative methods. They will be able to develop a research design based on a qualitative methodology and apply appropriate procedures.

Teaching methods

15 hours of instruction, including 10 hours of lectures and 5 hours of exercises with demonstration and discussion.

Required reading

- Mason, J. (1996). *Qualitative researching*. London: Sage.
- Silverman, D. (2001). *Interpreting qualitative data*. London: Sage.

Recommended reading

- Adler, P.A., & Adler, P. (1988). Observational techniques. In N.K. Denzin & Y.S. Lincoln (Eds.), *Collecting and interpreting qualitative materials* (pp. 79-109). London: Sage.
- Fontana, A., & Frey, J.H. (1998). Interviewing. The art of science. In N.K. Denzin & Y. S. Lincoln (Eds.), *Collecting and interpreting qualitative materials* (pp. 47-78). London: Sage.
- Guba, G.E., & Lincoln, Y.S. (1998). Competing paradigms in qualitative research. In N.K. Denzin & Y.S. Lincoln (Eds.), *The landscape of qualitative research* (pp. 195-220). London: Sage.
- Huberman, A.M., & Miles, M.B. (1998). Data management and analysis methods. In N.K. Denzin & Y.S. Lincoln (Eds.), *Collecting and interpreting qualitative materials* (pp. 179-210). London: Sage.
- Janesick, V.J. (1998). The dance of qualitative research design. In N.K. Denzin & Y.S. Lincoln (Eds.), *Strategies of qualitative inquiry* (pp. 35-55). London: Sage.
- Morse, J.M. (1998). Designing funded qualitative research. In N.K. Denzin & Y.S. Lincoln (Eds.), *Collecting and interpreting qualitative materials* (pp. 56-85). London: Sage.
- Richards, T.J., & Richards, L. (1998). Using computers in qualitative research. In N.K. Denzin & Y.S. Lincoln (Eds.), *Collecting and interpreting qualitative materials* (pp. 211-245). London: Sage.
- Stake, R.E. (1998). Case studies. In N.K. Denzin & Y.S. Lincoln (Eds.), *Collecting and interpreting qualitative materials* (pp. 86-109). London: Sage.

Number of ECTS credits

5 ECTS credits.

Assessment methods

Written examination.

Quality assurance

The program of the course and its implementation will be evaluated using anonymous student questionnaires.

Module: PSYCHOLOGICAL METHODOLOGY

Module coordinator: Full Professor Vladimir Kolesarić

Course title: **ACTION RESEARCH**

Name of lecturer: Full Professor Dean Ajduković

Course contents

Action research as a study of social practice includes participants as researchers with the task to advance social practice. Action research as a set of methods that both provide new knowledge and foster appropriate change. Preconditions of action research: (1) the research topic is social practice that can be advanced, (2) research advances in a series of spiral cycles of planning, action, observation and reflection, (3) agents of social practice play an active role in the research. Characteristics of action research: cycles, participation, integration of qualitative and quantitative methods, critical reflection, sensitivity to needs emerging during research, flexibility and inductivity. Procedures to ensure validity in action research. Steps in action research: accessing the system, negotiating roles, planning, action completion, evaluation and planning a new cycle. Examples of good action research in a community, organizations and private practice.

Course objectives

Students will understand the approach to action research. They will be able to decide when action research is an appropriate approach. They will be able to plan and execute action research.

Teaching methods

15 hours of direct instruction, including 6 hours of lectures and 9 hours of exercises with demonstrations, discussion and student presentations of planned action research. Action research is planned outside direct teaching.

Required reading

- Kemmis, S., & McTaggart, R. (1988). *The action research planner*. Geelong: Deakin University.
- McNiff, J., & Whitehead, J. (2002). *Action research: Principles and practice*. London: Routledge.

Recommended reading

- Kirk, J., & Miller, M.L. (1986). *Reliability and validity in qualitative research*. Beverly Hills, Ca.: Sage.
- Oja, S.N., & Smulyan, L. (1989). *Collaborative action research: A developmental approach*. London: Falmer Press.
- www.scu.edu.au/schools/gcm/ar/

Number of ECTS credits

5 ECTS credits.

Assessment methods

Student performance is assessed through exercises and presentations of the action research plan.

Quality assurance

The program of the course and its implementation will be evaluated using anonymous student questionnaires.

Module: PSYCHOLOGICAL METHODOLOGY

Module coordinator: Full Professor Vladimir Kolesarić

Course title: **META-ANALYSIS**

Name of lecturer: Full Professor Vladimir Kolesarić

Course contents

Basic concepts of meta-analysis. Traditional reviews - their scope and limitations. Characteristics of contemporary empirical research: cumulative and probabilistic nature of research. Meta-analysis: development of meta-analytical procedures. Ways of accumulating and criteria for choosing individual studies for meta-analysis. Most common meta-analytical techniques. Homogeneity of variances. Types of meta-analysis: model of fixed effects and model of random effects. Conditions for valid conclusions of meta-analytical studies.

Course objectives

Students will be able to understand the fundamental concept of meta-analysis, the main techniques and meta-analytical procedures, and possible interpretations and generalizations of statistical data obtained by meta-analysis.

Teaching methods

15 hours of instructions: 5 hours of lectures and 10 hours of exercises.

Required reading

- Cooper, H.M. (1989). *Integrating research. A guide for literature reviews*. Newbury Park, London, New Delhi: SAGE Publications.
- Glass, G., McGaw, B., & Smith, M. (1981). *Meta-analysis in social research*. Beverly Hills, Ca: Sage.
- Oaks, M. (1986). *Statistical inference: A commentary for the social and behavioral sciences*. Chichester: John Wiley and Sons.

Recommended reading

- Cohen, J. (1988). *Statistical power analysis for the behavioral sciences*. Hillsdale, NJ: Lawrence Erlbaum.
- Cooper, H. M. (1998). *Synthesizing research: A guide for literature Reviews*. Beverly Hills, CA: Sage.
- Rosenthal, R. (1991). *Meta-analytic procedures for Social research*. Beverly Hills, CA: Sage.

Number of ECTS credits

5 ECTS credits.

Assessment methods

Written examination.

Quality assurance

The program of the course and its implementation will be evaluated using anonymous student questionnaires.

Module: PSYCHOLOGICAL METHODOLOGY

Module coordinator: Full Professor Vladimir Kolesarić

Course title: **TESTING STATISTICAL HYPOTHESES**

Name of lecturer: Assistant Professor Dragutin Ivanec

Course contents

Logic of null-hypothesis testing in psychological research. Uncertainties and controversies. Null-hypothesis testing and size effect. The power of statistical tests and statistical hypothesis testing. One-sided and two-sided statistical hypothesis testing - pros and cons.

Course objectives

The aim of this course is to introduce the basic logic of statistical hypotheses testing (primarily null-hypothesis) in planned and conducted research. Null-hypothesis testing is regarded as a well defined and standardized procedure. However, there are some opposing opinions concerning the testing logic and the application of this procedure in terms of conclusion validity. The goal is to introduce different validity aspects of this form of statistical (scientific) conclusions. Additionally, some particular characteristics of null-hypothesis testing with regard to different size effect and N-size will be discussed.

Teaching methods

8 hours of lectures, 7 hours of tutorials with critical discussions using particular examples of statistical analyses.

Required reading

- Chow, S.L. (1996). *Statistical Significance. Rationale, Validity and Utility*. London: Sage Publication.
- Cohen, J. (1988). *Statistical Power Analysis for the Behavioral Sciences*. Hillsdale: Lawrence Erlbaum Associates, Publishers.
- Oakes, M. (1986). *Statistical Inference: A Commentary for the Social and Behavioral Sciences*. Chichester: John Wiley & Sons.

Recommended reading

- Everitt, B.S. (1996). *Making Sense of Statistics in Psychology*. Oxford: Oxford University Press.
- Aron, A. & Aron, E.A. (2002). *Statistics for Psychology*. London: Prentice Hall.
- Sedlmeier, P. (1999). *Improving statistical Reasoning. Theoretical Models and Practical Implications*. London: LEA.

Number of ECTS credits

5 ECTS credits.

Assessment methods

Written examination

Quality assurance

The program of the course and its implementation will be evaluated using anonymous student questionnaires.

Module: PSYCHOLOGICAL METHODOLOGY

Module coordinator: Full Professor Vladimir Kolesarić

Course title: **EXPERIMENTAL RESEARCH DESIGN AND DATA ANALYSES**

Name of lecturer: Assistant Professor Dragutin Ivanec

Course contents

Main prerequisites for planning a factorial experimental research design and appropriate statistical analyses of data collected within such research. Experimental research designs with more than one independent and one dependent variable. Experimental research designs with more than one dependent and more than one independent variable, for dependent samples and repeated measures. Covariance analysis as a determinant of conclusion validity. Post-hoc testing of particular differences.

Course objectives

The aim of this course is to introduce experimental research designs adjusted for investigating complex interrelations of independent and dependent variables. Data collected within such a research design use ANOVA, and the goal is to introduce the basic logic of formal statistical procedures and of result interpretation.

Teaching methods

7 hours of lectures, 8 hours of tutorials with demonstrations of experimental designs and statistical analyses on particular examples.

Required reading

- Edwards, A.L. (1985). *Experimental design in psychological research*. New York: Harper & Row, Publishers.
- Milas, G. (2005). *Istraživačke metode u psihologiji i drugim društvenim znanostima*. Jastrebarsko: Naklada Slap.
- Lewis-Beck, M.S. (1993). *Experimental Design and Methods*. London: SAGE Publications Ltd.
- Aron, A. & Aron, E.A. (2002). *Statistics for Psychology*. London: Prentice Hall.

Recommended reading

- Winer, B.J. (1971). *Statistical principles in experimental design*. New York: McGraw-Hill.
- Jaccard, J. (1998). *Interaction effects in factorial analysis of variance*. Series: Quantitative Applications in the Social Sciences. London: SAGE Publications.
- Jackson, S., & Brashers, D.E. (1994). Random factors in ANOVA. Series: Quantitative Applications in the Social Sciences. London: SAGE Publications.

Number of ECTS credits

5 ECTS credits.

Assessment methods

Written examination

Quality assurance

The program of the course and its implementation will be evaluated using anonymous student questionnaires.

Module: NEUROSCIENCE

Module coordinator: Associate Professor Meri Tadinac

Course title: **NEUROTRANSMITTER SYSTEMS**

Name of lecturer: Associate Professor Meri Tadinac

Course contents

Neurotransmitters – classes and principles of action. Methods for localization and studying the functions of neurotransmitter systems. Neurotransmitter systems in the brain - their localization and function. Relations between behavior and functions of neurotransmitters and hormones. Biochemical disorders as the basis of some neurological and psychiatric illnesses.

Course objectives

Acquisition of advanced theoretical knowledge in the field of neuroscience; students will be able to explain the effect of neurotransmitters and hormones on behavior.

Teaching methods

A total of 15 hours of instruction, including lectures, student presentations, discussions and individual tutorials.

Required reading

- Lacković, Z. (1994). *Neurotransmiteri u zdravlju i bolesti*. Zagreb: Medicinski fakultet.
- Stavljenić, A. (1988). *Neurokemija*. Zagreb: Školska knjiga.

Recommended reading

- ANATOMSKI ATLAS – živčani sustav.
- Guyton, A.C. (1995). *Fiziologija čovjeka i mehanizmi bolesti*. Zagreb: Medicinska naklada.
- Judaš, M. i Kostović, I. (1997). *Temelji neuroznanosti*. Zagreb: MD.
- Kandel, E.R., Schwartz, J.H., & Jessell, T.M. (1991). *Principles of Neural Science*. Amsterdam: Elsevier.
- Kostović, I. i sur. (1989). *Anatomija čovjeka – Središnji živčani sustav*. Zagreb: Medicinski fakultet Sveučilišta u Zagrebu.

Number of ECTS credits

5 ECTS credits

Assessment methods

Written examination

Quality assurance

The program of the course and its implementation will be evaluated using anonymous student questionnaires.

Module: NEUROSCIENCE

Module coordinator: Associate Professor Meri Tadinac

Course title: **PSYCHONEUROIMUNOLOGY**

Name of lecturer: Associate Professor Mladenka Tkalčić

Course contents

Brief historical development of the field of PNI. The biopsychosocial model of health and disease. The immune system: cells and the immune reaction (lymphocytes, macrophages, lymphokines, cell-mediated immunity and antibody-mediated immunity). Neural-endocrine-immune system interactions (anatomical connections between the nervous and the immune system, hormonal communication, lymphokines communication). Psychological processes and immune function. Psychosocial factors, the immune system and health: HPA axis, stress and immune reaction. Glucocorticoids and hippocampus (implications for psychological diseases). Depression and immunosuppression. Illness behavior as an adaptive strategy. Comparative research: attachment, separation stress and immunity, social conflict and immunity in primates. Classical conditioning of the immune system. Procedures for the improvement of immune system competence: psychosocial interventions for healthy individuals and for cancer and HIV infected individuals. PNI research criteria and methodological problems.

Course objectives

Detailed introduction including complex problems in the field of psychoneuroimmunology; students will be able to describe interactions between the nervous, endocrine and immune system and their influence on the onset/development of disease.

Teaching methods

15 hours of multimedia lectures (power point presentations combined with video inserts and computer simulations, and practical examples), team work (discussion, working on texts, collaborative learning), plenary discussions.

Required reading

- Schedlowski, M., & Tewes, U. (Eds.) (1999). *Psychoneuroimmunology – An Interdisciplinary Introduction*. New York: Kluwer.

Recommended reading

- Ader, R., Felten, D.L., & Cohen, N. (2001). *Psychoneuroimmunology*. San Diego: Academic Press.
- Kandel, E.R., Schwartz, J.H., & Jessell, T.M. (1991). *Principles of Neural Science*. Amsterdam: Elsevier.
- A selection of recent research from journals.

Number of ECTS credits

5 ECTS credits

Assessment methods

Written examination.

Quality assurance

The program of the course and its implementation will be evaluated using anonymous student questionnaires.

Module: NEUROSCIENCE

Module coordinator: Associate Professor Meri Tadinac

Course title: **FUNCTIONAL ORGANIZATION OF THE BRAIN**

Name of lecturer: Associate Professor Meri Tadinac

Course contents

The concept of two-dimensional brain organization: longitudinal organization and lateralization of functions. Methods for localization of functions. Longitudinal organization of the brain. Functional organization of the posterior cortex. Functional organization of the anterior cortex. Lateralization of functions. Methods for studying hemispheric asymmetry (clinical populations, normal population, anatomical and physiological correlates of lateralization of functions). Basic findings in laterality studies. Contemporary conceptions of hemispheric interaction, integration and cross-hemispheric cooperation.

Course objectives

Students will be provided with information about various aspects of brain organization. Upon completion, students will be able to explain the concept of hemispheric dominance and localization of functions, and critically evaluate the results of research in this field.

Teaching methods

A total of 15 hours of instruction, including lectures, student presentations, discussions and individual tutorials.

Required reading

- Kolb, B., & Wishaw, I. Q. (1990). *Fundamentals of human neuropsychology*. New York: W. H. Freeman.
- Springer, S. P., & Deutsch, G. (1998). *Left brain, right brain: perspectives from cognitive neuroscience*. New York: Freeman & Co.

Recommended reading

- Judaš, M. i Kostović, I. (1997). *Temelji neuroznanosti*. Zagreb: MD.
- Kostović, I. i sur. (1989). *Anatomija čovjeka – Središnji živčani sustav*. Zagreb: Medicinski fakultet Sveučilišta u Zagrebu.
- Mildner, V. (1995). *Reprezentacija jezičnih i govornih procesa u mozgu*. Zagreb: Odjel za fonetiku Hrvatskoga filološkog društva.
- Pinel, J.P. (2001). *Biološka psihologija*. Jastrebarsko: Naklada Slap.
- Tadinac Babić, M. (1999). Ispitivanje lateralizacije funkcija mozgovnih hemisfera tehnikom PVP uz korištenje verbalnog materijala. *Govor: časopis za fonetiku*, 16, 57-68.
- A selection of recent research from journals.

Number of ECTS credits

5 ECTS credits.

Assessment methods

Written examination.

Quality assurance

The program of the course and its implementation will be evaluated using anonymous student questionnaires.

Module: NEUROSCIENCE

Module coordinator: Associate Professor Meri Tadinac

Course title: **EVOLUTION OF THE NERVOUS SYSTEM AND BEHAVIOR**

Name of lecturer: Associate Professor Meri Tadinac

Course contents

Evolution of the nervous system – types of nervous systems and phylogenesis. Evolution of the cortex and behavioral changes (evolution of social life, primate intelligence, evolution of language). Sex differences in an evolutionary perspective. What do we know about the life of hominids? Human life course.

Course objectives

To provide students with relevant information on the development of the nervous system and behavior during evolution and ontogenesis, and the basic principles of evolutionary theory. Students will be able to analyze and interpret behavior from the perspective of its function and adaptability.

Teaching methods

A total of 15 hours of instruction, including lectures, student presentations, discussions and individual tutorials.

Required reading

- Bradshaw, J. (1997). *Human evolution: a neuropsychological perspective*. Hove: Psychology Press.
- Buss, D.M. (1999). *Evolutionary Psychology: The New Science of the Mind*. Boston: Allyn & Bacon.

Recommended reading

- Alcock, J. (2001). *Animal behavior: an evolutionary approach*. Sunderland: Sinauer Associates.
- Barkow, L., & Cosmides, J. Tooby (1992). *Adapted Mind*. New York: Oxford University Press.
- Brown, G. (1995). *Human evolution*. Dubuque: WCB Publishers.
- Hrgović, J. i Polšek, D. (2004). *Evolucija društvenosti*. Zagreb: Jesenski i Turk.
- Judaš, M. i Kostović, I. (1997). *Temelji neuroznanosti*. Zagreb: MD.
- A selection of recent research from journals.

Number of ECTS credits

5 ECTS credits.

Assessment methods

Written examination.

Quality assurance

The program of the course and its implementation will be evaluated using anonymous student questionnaires.

Module: NEUROSCIENCE

Module coordinator: Associate Professor Meri Tadinac

Course title: **PSYCHONEUROENDOCRINOLOGY**

Name of lecturer: Associate Professor Meri Tadinac

Course contents

Research paradigms in the field of psychoneuroendocrinology. Interaction of the nervous system and the endocrine system: differences between steroid and peptide hormones. Thyroid hormones and mood disorders. Sex differentiation of the brain and behavior: effects of sex hormones (organizational and activational) and consequences for cognitive and emotional functions (neurobiology of sex differences and sexual orientation). Research of specific effects of various hormones (cortisol, thyroid hormones, testosterone, estradiol, oxytocin). A comparative perspective: hormonal effects on reproductive and parental behavior, cognition, forming of alliances and social hierarchies (neurobiology of love and attachment).

Course objectives

Upon completion of the course students will have a detailed knowledge of findings and theoretical implications of interdisciplinary research in the field of psychoneuroendocrinology.

Teaching methods

A total of 15 hours of instruction, including lectures, student presentations, discussions and individual tutorials.

Required reading

- Becker, J.B., Breedlove, S.M., Crews, D., & McCarthy, M.M. (2002). *Behavioral Endocrinology*, Second edition. The MIT Press.
- Kimura, D. (2000). *Sex and Cognition*. Massachusetts: MIT Press.

Recommended reading

- Alcock, J. (2001). *Animal behavior: an evolutionary approach*. Sunderland: Sinauer Associates.
- Đurić, D. i sur. (1985). *Osnovi neuroendokrinologije*. Beograd: Zavod za udžbenike i nastavna sredstva.
- Guyton, A.C. (1995). *Fiziologija čovjeka i mehanizmi bolesti*. Zagreb: Medicinska naklada.
- Judaš, M. i Kostović, I. (1997). *Temelji neuroznanosti*. Zagreb: MD.
- Kandel, E.R., Schwartz, J.H., & Jessell, T.M. (1991). *Principles of Neural Science*. Amsterdam: Elsevier.
- A selection of recent research from journals.

Number of ECTS credits

5 ECTS credits.

Assessment methods

Written examination.

Quality assurance

The program of the course and its implementation will be evaluated using anonymous student questionnaires.

Module: PSYCHOMETRIC THEORY AND QUANTITATIVE METHODS

Module coordinator: Assistant Professor Vesna Buško

Course title: CONTEMPORARY APPROACHES TO TEST THEORY: MODELS AND APPLICATIONS

Name of lecturer: Assistant Professor Damir Ljubotina

Course contents

Overview of modern conceptualizations in the test theory, Item response theory (IRT); Context of the emergence of the theory; Basic assumptions, Overview of the models within the theory; Basic item parameters; Ability parameters estimation; Verification of model suitability (adequacy); Possibility of IRT application; Characteristic curve; Test construction; Equalization of test results; Computer adaptive testing (CAT); Identification of biased items; Application of modern technology in the application and interpretation of test results.

Course objectives

The aim of this course is to introduce students to the contemporary concepts and models in the test theory. Upon completion of the course students will be able to critically assess and select the model appropriate for a particular measurement problem. Students will be introduced to new technologies in the field of psychodiagnostics and psychological measurement.

Teaching methods

The theory will be presented through multimedia lectures (12 hours). Demonstration of computerized and on-line application of contemporary models in the test theory will be performed as computer exercises (2 hours), and the synthesis and the evaluation of classical approaches will be presented through a group discussion (1 hour).

Required reading

- Hambleton, R.K., & Slater, S.C. (1997). Item Response Theory Models and Testing Practices: Current International Status and Future Directions. *European Journal of Psychological Assessment*, 13(1), 21-28.
- Hambleton, R.K. (1994). Item Response Theory: A broad psychometric framework for measurement advances. *Psicothema*, 6(3), 535-556.
- Hambleton, R.K., Swaminathan, H., & Roges, H.J. (1991). *Fundamentals of Item Response Theory*. Newbury Park: Sage Publications.
- Van der Linden, W.J., & Glass, C.A.W. (2000). *Computerized Adaptive Testing: Theory and Practice*. Psychological Assessment Corporation.

Recommended reading

- Crocker, L., & Algina, J. (1986). *Introduction to Classical and Modern Test Theory*. Fort Worth: Harcourt Brace Jovanovich.
- Embretson, S.E., & Reise, S.P. (2000). *Item Response Theory for Psychologists*. London: Lawrence Erlbaum Associates.
- Ljubotina, D. (2000). *Usporedba psihometrijskih karakteristika kompozitnih testova konstruiranih u kontekstu klasične teorije i teorije odgovora na zadatke*. Doktorska disertacija. Zagreb: Odsjek za psihologiju Filozofskog fakulteta u Zagrebu.
- McDonald, R.P. (1999). *Test Theory*. Mahwah, New Jersey-London: Lawrence Erlbaum Associates Publishers.

Number of ECTS credits

5 ECTS credits.

Assessment methods

Written examination.

Quality assurance

The program of the course and its implementation will be evaluated using anonymous student questionnaires.

Module: PSYCHOMETRIC THEORY AND QUANTITATIVE METHODS

Module coordinator: Assistant Professor Vesna Buško

Course title: STRUCTURAL EQUATION MODELING METHODOLOGY

Name of lecturer: Assistant Professor Vesna Buško

Course contents

General framework of the structural equation modeling methodology; The role of theory in structural equation modeling (SEM); logical and statistical assumptions; problems of specification of equivalent models; specification of directly comparable (nested) models; Application of classical and modern test theory in generating, specification, and testing SEM models; True score as a latent variable; models of parallel, tau-equivalent, and congeneric tests; model identification and testability; testing specific hypotheses: latent variables modeling in construct validation; testing structural parameters stability/invariance; modeling interaction and nonlinear effects, etc.

Course objectives

Upon completion of the course, students are expected to understand (a) the relationships of the concepts of classical and modern psychometric theory with structural equation models; (b) the assumptions, advantages, and limits of latent variable analyses in testing the hypotheses within particular scientific areas.

Teaching methods

10 hours of lectures and 5 hours of laboratory exercises, including software demonstrations, examples of applications of structural equation modeling, model specification and testing using empirical or (simulated) data.

Required reading

- Hayduk, L.A. (1996). *LISREL: Issues, debates, and strategies*. Baltimore: Johns Hopkins.
- Mulaik, S. (2001). Objectivity and other metaphors of structural equation modeling. In R. Cudeck, S. du Toit & D. Sorbom (Eds.), *Structural Equation Modeling: Present and Future* (pp. 59-78). Lincolnwood: Scientific Software International, Inc.
- Pedhazur, E.J., & Schmelkin, L.P. (1991). *Measurement, design, analysis: An integrated approach* (Chapter 24: Structural Equation Modeling). Hillsdale NJ: LEA.
- Saris, W.E. (1999). Structural Equation Modeling. In H.J. Ader & G.J. Mellenbergh (Eds.), *Research methodology in the social, behavioral and life sciences*. London: Sage.

Recommended reading

- Bollen, K.A., & Long, J.S. (1993). *Testing structural equation models*. Newbury Park: Sage.
- Cudeck, R., du Toit, S., & Sorbom, D. (Eds.) (2001). *Structural Equation Modeling: Present and Future*. Lincolnwood: Scientific Software International, Inc.
- Eid, M. (2000). A multitrait-multimethod model with minimal assumptions. *Psychometrika*, 65, 241-261.
- Marcoulides, G.A., & Schumacker, R.E. (2001). *New development and techniques in structural equation modeling*. London: LEA.
- Schumacker, R.E., & Marcoulides, G.A. (1998). *Interaction and nonlinear effects in structural equation modeling*. London: LEA.

Number of ECTS credits

5 ECTS credits.

Assessment methods

Written examination.

Quality assurance

The program of the course and its implementation will be evaluated using anonymous student questionnaires.

Module: PSYCHOMETRIC THEORY AND QUANTITATIVE METHODS

Module coordinator: Assistant Professor Vesna Buško

Course title: LONGITUDINAL AND CAUSAL LATENT VARIABLES MODELS

Name of lecturer: Assistant Professor Vesna Buško

Course contents

The theoretical basis of causal modeling with latent variables; The arbitrary nature of latent variables; deriving causal inferences within latent variables modeling; the analyses of changes; the analyses of intraindividual differences using latent variables models; latent state-trait theory; modeling latent changes; true score changes as a latent variable; latent growth curve models.

Causal regression models; Identification and estimation of individual and average causal effects; Models of parallel (synchronous) and cross-lagged effects; explicit modeling of unmeasured latent variables.

Course objectives

To understand the paradigms and the rationale of the use of latent variables in change analysis and the assessment of causal effects; to learn different procedures on how to test the hypotheses on the nature, sources, and correlates of changes by use of various longitudinal latent variables models.

Teaching methods

A total of 15 hours of instructions, including lectures, presentations, discussions of empirical examples, and software demonstrations.

Required reading

- Asher, H.B. (1983). *Causal modeling*. Series: Quantitative applications in the social sciences. Beverly Hills: Sage.
- Finkel, S.A. (1995). *Causal analysis with panel data*. Series: Quantitative applications in the social sciences. Beverly Hills: Sage.
- Menard, S. (2002). *Longitudinal research*. Series: Quantitative applications in the social sciences. Beverly Hills: Sage.
- Moskowitz, D.S., & Hershberger, S.L. (2002). *Modeling intraindividual variability with repeated measures data*. London: LEA, Inc.

Recommended reading

- Cudeck, R., du Toit, S., & Sorbom, D. (Eds.) (2001). *Structural Equation Modeling: Present and Future*. Lincolnwood: Scientific Software International, Inc.
- Davis, J.A. (1985). *The logic of causal order*. Series: Quantitative applications in the social sciences. Beverly Hills: Sage.
- Hayduk, L.A. (1996). *LISREL: Issues, debates, and strategies*. Baltimore: Johns Hopkins.
- Steyer, R. (2005). Analyzing individual and average causal effects via structural equation models. *Methodology*, 1(1), 39-54.
- Steyer, R., Schmitt, M.J., & Eid, M. (1999). Latent state-trait theory and research in personality and individual differences. *European Journal of Personality*, 13, 389-408.

Number of ECTS credits

5 ECTS credits.

Assessment methods

Written examination.

Quality assurance

The program of the course and its implementation will be evaluated using anonymous student questionnaires.

Module: PSYCHOMETRIC THEORY AND QUANTITATIVE METHODS

Module coordinator: Assistant Professor Vesna Buško

Course title: FACTOR ANALYSIS: CONFIRMATORY METHODS

Name of lecturer: Assistant Professor Vesna Buško

Course contents

Basic strategies, models, methods, and aims of factor analysis (FA); general factor-analytic model and condensation of variance; the problems of extraction, communality estimations, factor transformations; specific procedures, outcomes and possibilities of application of confirmatory compared to exploratory FA methods. Confirmatory factor analysis: the theoretical nature of latent variables; specification and identification of confirmatory FA models; logical and statistical assumptions; testing and comparisons of alternative models, respecification; testing the invariance of factors and factor structures; special types of confirmatory models.

Course objectives

To understand the rationale and the differences of confirmatory and exploratory FA methods; to learn the procedures of testing and interpreting results relating to various types of confirmatory FA models.

Teaching methods

10 hours of lectures and 5 hours of laboratory exercises, including software demonstrations, specification and testing of different types of confirmatory FA models using empirical (or simulated) data.

Required reading

- Dunteman, G.H. (1989). *Principal component analysis*. Series: Quantitative applications in the social sciences. Beverly Hills: Sage.
- Kim, J.O., & Mueller, C.W. (1978). *Factor analysis: Statistical methods and practical issues*. Series: Quantitative applications in the social sciences. Beverly Hills: Sage.
- Long, J.S. (1987). *Confirmatory factor analysis*. Series: Quantitative applications in the social sciences. Beverly Hills: Sage.
- Nunnally, J.C., & Bernstein, I. H. (1994). *Psychometric theory*. New York: McGraw-Hill.
- Pedhazur, E.J., & Schmelkin, L.P. (1991). *Measurement, design, analysis: An integrated approach* (Chapter 23: Confirmatory factor analysis). Hillsdale NJ: LEA.

Recommended reading

- Cudeck, R., du Toit, S., & Sorbom, D. (Eds.) (2001). *Structural Equation Modeling: Present and Future*. Lincolnwood: Scientific Software International, Inc.
- Eid, M., & Diener, E. (2005). *Handbook of Multimethod Measurement in Psychology*. Washington: American Psychological Association.
- Eid, M., Lischetzke, T., Nussbeck, F.W., & Trierweiler, L.I. (2003). Separating trait effects from trait-specific method effects in multitrait-multimethod models: A multiple indicators CTC(M-1) model. *Psychological Methods*, 8(1), 38-60.

Number of ECTS credits

5 ECTS credits.

Assessment methods

Written examination.

Quality assurance

The program of the course and its implementation will be evaluated using anonymous student questionnaires.

Module: PSYCHOMETRIC THEORY AND QUANTITATIVE METHODS

Module coordinator: Assistant Professor Vesna Buško

Course title: **MULTIVARIATE METHODS**

Name of lecturer: Assistant Professor Vesna Buško

Course contents

The course deals with the study of specific issues related to different methods for multivariate data analysis applied in cross-sectional or longitudinal research designs. Depending on the students' interests, needs and their background knowledge, the program will be limited to the systematic study of a smaller number of multivariate methods (1-3) or to the analysis of special modalities, applications and/or interpretational or statistical problems of particular methods; the applicability of particular multivariate methods in resolving specific research questions; conceptual and methodological issues in the application of different multivariate techniques. The course covers some of the existing methods primarily aimed at the analysis of multivariate dependencies among and between the sets of metric and nonmetric variables. A selection of these analyses includes different exploratory FA methods, various multiple regression analysis modalities, logistic regression, time-series analysis, canonical correlational and discriminant analysis, multivariate analysis of variance, multidimensional analysis.

Course objectives

Upon completion of the course students will have a deep knowledge of specific features, advantages and limitations of particular multivariate data analytic methods. The course is expected to contribute to a more successful implementation and quantitative interpretation of results obtained through different multivariate methods, and to a critical assessment of procedures used by other authors in their research.

Teaching methods

A total of 15 hours of instruction; including lectures, empirical examples of implementation and interpretation of the results of particular multivariate methods, discussions on conceptual, methodological, and application issues, and software demonstrations.

Required reading

- Grimm, L.G., & Yarnold, P.R. (Eds.) (1995). *Reading and Understanding Multivariate Statistics*. Washington: American Psychological Association.
- Hair, J.F., Anderson, R.L., Tatham, R.E., & Black, W. (1998). *Multivariate data analysis*. London: Prentice-Hall.
- Jaccard, J., et.al. (2002). *Interaction effects in multiple regression*. London: Sage.
- Tabachnick, B., & Fidell, L.S. (2000). *Using multivariate statistics*. Addison Wesley.

Recommended reading

- Gill, J. (2001). *Generalized linear models: A unified approach*. London: Sage.
- Kruskal, J.B., & Wish, M. (1978). *Multidimensional scaling*. London: Sage.
- Loehlin, (1998). *Latent variable models: An introduction to factor, path, and structural analysis*. London: LEA.
- Steyer, R. (2003). *Wahrscheinlichkeit und Regression*. Berlin: Springer-Verlag.

Number of ECTS credits

5 ECTS credits.

Assessment methods

Written examination.

Quality assurance

The program of the course and its implementation will be evaluated using anonymous student questionnaires.

Module: DEVELOPMENTAL PSYCHOLOGY

Module coordinators: Assistant Professor Gordana Kuterovac Jagodić, Assistant Professor Gordana Keresteš

Course title: RECENT THEORIES AND METHODS IN THE STUDY OF HUMAN DEVELOPMENT

Name of lecturer: Assistant Professor Gordana Keresteš

Course contents

Recent trends in theories of human development: from “grand” theories toward “micro-theories”. Life-span developmental theory. Ecological systems theory. Neo-Piagetian theories. Theories of perceptual development. Theories of language development. Theories of emotional and social development. Defining developmental change. Strategies and methods in studying developmental changes. Advantages and disadvantages of various research designs for studying development. Problems in measuring developmental changes. Applied developmental research.

Course objectives

Students will be acquainted with the recent trends in theories of human development, and their basic principles. They will be able to compare recent and traditional theories according to the criteria of theory evaluation. Students will be able to distinguish various kinds of developmental changes and to choose appropriate strategies and methods for their measurement. Students will be acquainted with the advantages and disadvantages of various strategies for studying development, and with the procedures for ensuring validity in developmental research. Students will be able to develop sound research designs, appropriate for studying various kinds of developmental issues.

Teaching methods

The general review of recent trends in theories of human development will be presented in the form of interactive lectures (approximately one fourth of the total hours of instruction). Specific theoretical approaches will be presented through student presentations (students will choose theories according to their interests and research areas), and through individual tutorials, studying literature and written assignments. Group discussions on different theoretical positions will also be organized. Approximately one fourth of the total hours of instruction will be devoted to student presentations and discussions of recent theories of human development. In the methodological part of the course, fundamental strategies for investigating development will be presented in the form of lectures (approximately one fourth of the total hours). Advantages and disadvantages of different research strategies and sources of problems in developmental research will be taught through student presentations, discussions and individual tutorials, studying literature and written assignments (approximately one fourth of the total hours of instruction).

Required reading

- Lerner, R.M. (2001). *Concepts and theories of human development*. Lawrence Erlbaum.
- Menard, S. (1991). *Longitudinal research*. SAGE.
- Miller, S.A. (1997). *Developmental Research Methods (2nd Edition)*. Prentice Hall.
- Murray Thomas, M. (2000). *Recent Theories of Human Development*. Sage Publications.
- Teti, D. (2004). *The handbook of research methods in developmental science*. Blackwell Publishing.

Recommended reading

- Baltes, P.B. (1987). Theoretical Propositions of Life-Span Developmental Psychology: On the Dynamics between Growth and Decline. *Developmental Psychology*, 23(5), 611-626.
- European Journal of Personality (1992). Special Issue: *Longitudinal Research and Personality*. John Wiley & Sons.

- Green, M., & Piel, J.A. (1989). *Theories of Human Development: A Comparative Approach*. Allyn & Bacon.
- Uttal, D.H., & Perlmutter, M. (1989). Toward a broader conceptualization of development: The role of gains and losses across life-span. *Developmental Review*, 9, 101-132.

Number of ECTS credits

5 ECTS credits.

Assessment methods

Written examination.

Quality assurance

The program of the course and its implementation will be evaluated using anonymous student questionnaires.

Module: DEVELOPMENTAL PSYCHOLOGY

Module coordinators: Assistant Professor Gordana Kuterovac Jagodić, Assistant Professor Gordana Keresteš

Course title: NEW INSIGHTS IN THE PSYCHOLOGY OF CHILDHOOD AND ADOLESCENCE

Name of lecturer: Full Professor Marta Ljubešić

Course contents

Early communication: Interactive fundamentals of human communication; characteristics of the early development of social cognition as a function of normal and impaired communicative development; development of mental representation as a condition for language acquisition; functions of early communication, impediments to their development and forms of impairment; neurological development of the infant and neurodevelopmental risks to preverbal and early verbal communication; early communication in special circumstances (intrauterine growth retardation, perinatal brain lesions, sensory impairments, infant psychopathology); early communication research and assessment methods.

Development of aggression: Variable- and person-centered approaches to investigating development of aggression. Assessing aggression of children and adolescents. Developmental course of aggression: the main trends. Development of various types of aggressive behavior. Gender differences in aggression from a developmental perspective. Interactions between gender and type of aggression. Factors that influence development of aggression. Long-term consequences of childhood and adolescent aggression.

Course objectives

The course will provide students with a methodological, theoretical, and phenomenological insight into early communication and the development of aggressive behavior. The aim of the course is to enhance the students' understanding of the intrapsychological context of early language development and to provide students with a fundamental knowledge of the research methods used in the fields of preverbal and early verbal communication.

In the segment devoted to the *development of aggression*, students will gain knowledge of the two approaches to investigating development of aggression (variable- and person-centered approach) and will gain a clear understanding of the advantages and disadvantages of each of them. Students will be acquainted with the most frequent ways of assessing aggressive behavior in children and adolescents, particularly behavior specific to these periods of development. Students will be acquainted with recent research in the development of aggression and will understand the characteristics of aggressive behavior in various developmental periods, factors that influence development of aggression and long-term consequences of aggression in childhood and adolescence. Upon completion, students will be able to distinguish between early and recent approaches to investigating gender differences in aggression, and will understand recent data on gender differences in various types of aggressive behavior. Special emphasis will be given to the importance of studying complex interactions between age, gender, and type of aggression in the study of aggressive behavior.

Teaching methods

Approximately one third of the total hours of instruction will be lectures, one third exercises, and one third individual tutorials, studying literature, written assignments, student presentations and discussions.

Required reading

- Anderson, C.A., & Bushman, B.J. (2002). Human aggression. *Annual Review of Psychology*, 53, 27-51.
- Archer, J. (2004). Sex differences in aggression in real-world settings: A meta-analytic review. *Review of General Psychology*, 8, 291-322.

- Carpenter, M. Nagell, K., & Tomasello, M. (1998). *Social cognition, joint attention and communicative competence from 6-15 month of age*. Monographs of the SRCD. Oxford: Blackwell Publishers.
- De Boysson-Bardies, B. (1999). *How language comes to children*. Cambridge, Mass.: The MIT Press.
- Keresteš, G. (2002). *Dječje agresivno i prosocijalno ponašanje u kontekstu rata*. Jastrebarsko: Naklada Slap.
- Lagerspetz, K.M.J., Bjorkqvist, K., & Peltonen, T. (1988). Is indirect aggression typical of females? Gender differences in aggressiveness in 11- to 12-year-old children. *Aggressive Behavior*, 14, 403-414.
- Loeber, R., & Hay, D. (1997). Key issues in the development of aggression and violence from childhood to early adulthood. *Annual Review of Psychology*, 48, 371-410.
- Loeber, R., & Stouthamer-Loeber, M. (1998). Development of juvenile aggression and violence: Some misconceptions and controversies. *American Psychologist*, 53(2), 242-259.
- Moore, C., & Dunham, Ph. J. (Eds.) (1995). *Joint attention. Its origins and role in development*. Hillsdale, NJ: Erlbaum.
- Olweus, D. (1979). Stability of aggressive reaction patterns in males: A review. *Psychological Bulletin*, 86, 852-857.
- Salmivalli, C., & Kaukiainen, A. (2004). «Female aggression» revisited: Variable- and person-centered approaches to studying gender differences in different types of aggression. *Aggressive Behavior*, 30, 158-163.
- Trembley, R.E. (2000). The development of aggressive behavior during childhood: What have we learned in the past century. *International Journal of Behavioral Development*, 24(2), 129-14.

Recommended reading

- Baron Cohen, S., Tager-Flusberg, H., & Cohen, D.J. (Eds.) (2000). *Understanding Other Minds: Perspectives from Developmental Cognitive Neuroscience*. Oxford University Press.
- Crick, N.R., & Grotpeter, J.K. (1995). Relational aggression, gender, and social-psychological adjustment. *Child Development*, 66, 710-722.
- Haapasalo, J., Trembley, R.E., Boulerice, B., & Vitaro, F. (2000). Relative advantages of person- and variable-based approaches for predicting problem behaviors from kindergarten assessments. *Journal of Quantitative Criminology*, 16, 145-168.
- Ljubešić, M. (Ur.) (2003). *Biti roditelj: Model dijagnostičko-savjetodavnog praćenja ranog dječjeg razvoja*. Zagreb: DZZOMM.
- Nelson, A.C., & Luciana, M. (Eds.) (2001). *Handbook of Developmental Cognitive Neuroscience*. Cambridge, Mass.: The MIT Press.
- Pepler, D.J., & Rubin, K.H. (Eds.) (1991). *The development and treatment of childhood aggression*. Hillsdale, NJ: Erlbaum.
- Rys, G.S., & Bear, G.G. (1997). Relational aggression and peer relations: Gender and developmental issues. *Merrill-Palmer Quarterly*, 43(1), 87-106.
- Smith, M.D., & Damico, J.S. (1996). *Childhood Language Disorders*. Thieme Medical Publishers, Inc.
- Toldos, M.P. (2005). Sex and age differences in self-estimated physical, verbal and indirect aggression in Spanish adolescents. *Aggressive Behavior*, 31, 13-23.
- Van Leeuwen, K.G., Mervielde, I., Braet, C., & Bosmans, G. (2004). Child personality and parental behavior as moderators of problem behavior: Variable- and person-centered approaches. *Developmental Psychology*, 40, 1028-1046.
- Wetherby, A.M., & Prizant, B.A. (2000). *Autism Spectrum Disorders*. Baltimore: Brooks.

Number of ECTS credits

5 ECTS credits.

Assessment methods

Written examination.

Quality assurance

The program of the course and its implementation will be evaluated using anonymous student questionnaires.

Module: DEVELOPMENTAL PSYCHOLOGY

Module coordinators: Assistant Professor Gordana Kuterovac Jagodić, Assistant Professor Gordana Keresteš

Course title: **RECENT TRENDS IN THE PSYCHOLOGY OF ADULTHOOD AND AGING**

Name of lecturer: Full Professor Katica Lacković-Grgin

Course contents

Developmental regulation in adulthood: Motivational basis of developmental regulation: life-span theory of control, volition theory, self-determination theory, terror management theory. Internal and external factors of developmental regulation. Life goals as organizers of development. Strategies and mechanisms of self-evaluation. Selectivity and compensation as the basic condition of developmental optimization across adulthood. Strategies and mechanisms of self-regulation across life transitions. Age differences in the usage of self-evaluation and self-regulation mechanisms. Regulation of generativity. Self-esteem maintenance and integrity attainment across adulthood. Investigation and measurement of different strategies of self-evaluation and self-regulation.

Research approaches in the psychology of aging: Review of theoretical approaches in the explanation of aging. Research of aging as the basis of theory development. The role of psychosocial factors in the aging process and length of life. Methodological approaches in the research of aging: research designs, the problems of psychological investigation of the elderly. Research and evaluation of psychological intervention – seeing changes, outcomes and effects. Ethical questions in psychological research of aging.

Course objectives

Upon completion of the first part of the course students will gain new insights into self-evaluation and self-regulation of development in adulthood and will understand the confluence of different mechanisms in attainment and maintenance of optimal functional level across lifetime.

In the second part of course, students will become aware of the role of psychosocial factors in the aging process, and will develop a critical approach to different theoretical positions in the explanation of aging. Students will be acquainted with recent research approaches, methods, their assessment and application in psychological interventions in older persons, which are aimed at improving quality of life.

Teaching methods

Review of general and new theoretical approaches to adulthood and aging will be presented in the form of interactive lectures (about 30% of total hours of instruction). Organizers, mechanisms and strategies of self-regulation in adulthood and methodological problems will be taught through student presentations and group discussions (about 30% of total hours of instruction). Topics for student presentations will be chosen in accordance with students' interests and their field of research. The remaining hours of instruction will be dedicated to studying literature, practical investigation of adults and the elderly, and to individual tutorials.

Required reading

- Albert, S. (1977). Temporal comparison theory. *Psychological Review*, 84, 485-503.
- Baumeister, F., & Vohs, K.D. (Eds.) (2004). *Handbook of Self-Regulation: Research, Theory, and Applications* (Chapter 11, pp. 211-228; Chapter 19, pp. 373-391; and Chapter 21, pp. 411-421). New York: Guilford Publications.
- Ćubela, V. (2001). Istraživanje procesa socijalnog uspoređivanja. *RADOVI-Razdio FPSP*, 40(17), 117- 142.
- Deci, E.L., & Ryan, R.M. (1985). *Intrinsic motivation and self-determination in human behavior*. New York: Plenum Press.

- Despot Lučanin, J. (2003). *Iskustvo starenja*. Jastrebarsko: Naklada Slap.
- Heckhausen, J., & Dweck, C.S. (Eds.) (1998). *Motivation and self-regulation across the life span* (Chapter 1, pp. 15-114; Chapter 4, pp. 341-423). Cambridge University Press.
- Lacković-Grgin, K., & Čubela Adorić, V. (Ur.) (2005). *Odabrane teme iz psihologije odraslih*. (Chapter 2, pp. 17-57). Jastrebarsko: Naklada Slap.
- Pulkkinen, L., & Caspi, A. (Eds.) (2002). *Paths to Successful Development* (Chapters 5 and 6, pp. 257-380). Cambridge University Press.
- Schaie, K.W. i Willis, S.L. (2001). *Psihologija odrasle dobi i starenja* (Chapters 1 and 5). Jastrebarsko: Naklada Slap.
- Tesser, A. (2000). On the Confluence of Self - Esteem Maintenance Mechanisms. *Personality and Social Psychology Review*, 4, 290-299.
- Wayment, H.A., & Taylor, S.E. (1995). Self-Evaluation Processes: Motives, Information Use, and Self-Esteem. *Journal of Personality*, 63(4), 729-757.
- Woods, R.T. (1999). *Psychological problems of ageing* (Chapter 9). Chichester: Wiley.

Recommended reading

- Birren, J.E., & Schaie, K.W. (1990). *Handbook of the psychology of aging*. 3rd ed. (Chapters 23, 25 and 28). San Diego: Academic Press.
- Birren, J.E., & Schaie, K.W. (2001). *Handbook of the psychology of aging*. 5th ed. (Chapter 4). San Diego: Academic Press.

Number of ECTS credits

5 ECTS credits.

Assessment methods

Written examination.

Quality assurance

The program of the course and its implementation will be evaluated using anonymous student questionnaires.

Module: DEVELOPMENTAL PSYCHOLOGY

Module coordinators: Assistant Professor Gordana Kuterovac Jagodić, Assistant Professor Gordana Keresteš

Course title: FAMILY AS A CONTEXT OF DEVELOPMENT

Name of lecturer: Assistant Professor Gordana Keresteš

Course contents

Psychological aspects of family life: The family as a system. Dimensions of family functioning. Subsystems within the family: the marital relationship, the parent-child relationship, sibling relationships. The family structure and family processes. Family transitions and phases of family life. Problems in family relationships and their impact on child development. The family and the broad social context of development.

Family and development of adolescents: The role of the family in the development of adolescents: family relationships as risk and protective factors of development. Particularities of family status, the quality of the marital relationship, sibling relationships, individual characteristics of family members and development of adolescents. Mother and father roles and particularities of relationships with sons and daughters. Theories of development of adolescents within family. Promoting autonomy and development of identity among adolescents through their relationship with the parents. Methods for studying family relationships and adaptation of adolescents.

Course objectives

Students will be acquainted with theories of family relationships and research into family relationships. They will understand the role of the family as first and the most important context of development, and of subsystems within the family in determining developmental course and outcomes. Students will become aware of complex interactions between the family and extra-familial contexts of development. Special emphasis will be given to the role of the family in the development of adolescents. In this part of the course, students will learn about familial risk and protective factors for adolescent adaptation, and they will be able to compare various approaches and theories of development of adolescents in the family context, as well as to critically evaluate research on the role of the family context. Upon completion of this course students will be able to develop research designs appropriate for studying various issues in this area.

Teaching methods

General review of the field of family psychology, methodological approaches in investigating it and the most important empirical findings will be presented in the form of interactive lectures (approximately half of the total hours of instruction). Specific topics, more closely related to students' interests and area of research, will be taught through individual tutorials, studying literature, written assignments, student presentations and discussions (approximately half of the total hours of instruction).

Required reading

- Bornstein, M.H. (2002). *Handbook of parenting*. Vol. 1-5. Mahwah, NJ: Lawrence Erlbaum Associates.
- Dacey, J., & Keny, M. (1994). *Adolescent development*. Madison: Brown Benchmark.
- Jaffe, M.L. (1998). *Adolescence*. New York: Wiley & Sons Inc.
- Kimmel, D.C., & Weiner, I.B. (1995). *Adolescence-developmental transition*. New York: Wiley & Sons Inc.
- L'Abate (Ed.) (1998). *Family Psychopathology: Relational Roots of Dysfunctional Behavior*. New York: Guilford Press.
- Thornton, A. (Ed.) (2001). *The well-being of children and families: Research and data needs*. Ann Arbor, MI: University of Michigan Press.

- VanHasselt, V.B., & Hersen, M. (Eds.) (1995). *Handbook of Adolescent Psychopathology*. New York: Free Press.
- Walsh, F. (2003). *Normal Family Processes*. Third Edition. New York: Guilford Press.

Recommended reading

- Berns, R.M. (2004). *Child, Family, School, Community: Socialization and Support*. 6th edition. Woodsworth Publishing.
- Carr, A. (2001). *Family Therapy. Concepts, Process and Practice*. New York: Wiley.
- Day, R.D. (2002). *Introduction to family processes*. 4th edition. Mahwah, NJ: Lawrence Erlbaum Associates.
- Jordan, J.V., Kaplan, A.G., Baker Miller, J., Stiver, I.P., & Surrey, J.L. (1991). *Women's Growth in Connection*. New York: Guilford Press.
- Lacković-Grgin, K. (2000). *Stres u djece i adolescencata*. Jastrebarsko: Naklada Slap.
- Micucci, J.A. (1998). *The Adolescent in Family Therapy: Breaking the Cycle of Conflict and Control*. New York: Guilford Press.
- Nichols, W.C., Pace Nichols, M.A., Becyar, D.S., & Napier, A.Y. (Eds.) (2000). *Handbook of Family Development and Intervention*. New York: Willey.
- Smojver-Ažić, S. (2000). *Privrženost roditeljima te separacija -individuacija kao odrednice psihološke prilagodbe studenata*. Neobjavljeni doktorski rad.
- Wagner, B.M., & Reiss, D. (1995). Family Systems and Developmental Psychopathology: Courtship, Marriage, or Divorce. In D. Cicchetti & D. Cohen, *Developmental Psychopathology*, Vol 1 (pp. 696-730). New York: Wiley.

Number of ECTS credits

5 ECTS credits.

Assessment methods

Written examination.

Quality assurance

The program of the course and its implementation will be evaluated using anonymous student questionnaires.

Module: DEVELOPMENTAL PSYCHOLOGY

Module coordinators: Assistant Professor Gordana Kuterovac Jagodić, Assistant Professor Gordana Keresteš

Course title: DEVELOPMENTAL RISKS, RESILIENCE AND PSYCHOPATHOLOGY

Name of lecturer: Assistant Professor Gordana Kuterovac Jagodić

Course contents

Risk and protective factors in development and their classification. Models of risk in development. Mechanisms of influence of risk and protective factors on development. Relationship of risk factors and development. Resilience in development. Temperament as an individual risk and protective factor. Familial risks in development: divorce, family violence, parental psychopathology. Environmental risks of development: war, community violence, poverty. Phenomenology, classification and prevalence of psychological disorders in childhood and adolescence. Contemporary theoretical paradigms in developmental psychopathology. Disorders of childhood and adolescence. Depression in childhood and adolescence. Body image and eating disorders in childhood and adolescence.

Course objectives

Students will be introduced to theoretical models that explain influence of risk and protective factors on development and models of resilience in development, and will be able to compare them competently. After completing the course students will be acquainted with the latest research findings in the field and with the methodology of research of several developmental risk factors. Students will be acquainted with contemporary models of developmental psychopathology, development of disorders in childhood and adolescence and contemporary research in developmental psychopathology. Students will gain more in-depth knowledge of developmental manifestation of behavioral disorders, depression and eating disorders as examples of internalized and externalized disorders. They will also learn about the basic disorders of body image, models of their development and usual manifestations of eating disorders.

Teaching methods

Theoretical aspects of developmental risks, resilience and psychopathology, recent research trends, synthesis and the review of recent knowledge in the field will all be presented in the form of interactive lectures (around two fifth of the total hours of instruction). Other areas will be primarily taught through active learning, reading and exploring the recent literature, individual and group student presentations, group discussions and individual tutorials (around two fifths of the total hours of instruction). The exploration of rates of incidence of certain risks and psychopathology in Croatia in comparison to other countries will be taught and explored through field research (around two fifths of the total hours of instruction).

Required reading

- Ambrosi-Randić, N. (2004). *Razvoj poremećaja hranjenja*, Jastrebarsko: Naklada Slap.
- Cairns, E. (1996). *Children and Political Violence*. Oxford: Blackwell.
- Cash, T.F., & Pruzinsky, T. (2002). *Body image: A handbook of theory, research, and clinical practice*. New York: The Guilford Press.
- Keyes, C.L. (2004). Risk and Resilience in Human Development: An Introduction. *Research in Human Development*, 1(4), 223-227.
- Kuterovac Jagodić, G. (2002). Posttraumatic stress symptoms in Croatian children exposed to War: A prospective study. *Journal of Clinical Psychology*, 59(1), 9-26.
- Lebedina, M. (1989). Faktorska struktura interesa maloljetnih delinkvenata i opće populacije. *Defektologija*, 25(1), 127-141.
- Lebedina-Manzoni, M. (2000). Razvojne prednosti - pomoć pri razumijevanju i prevenciji rizičnog ponašanja adolescenata. *Kriminologija i socijalna integracija*.

- Luthar, S.S. (2003). *Resilience and Vulnerability: Adaptation in the Context of Childhood Adversities*. Cambridge Press.
- Pokrajac-Bulian, A. (2000). *Nezadovoljstvo vlastitim tijelom i teškoće emocionalne prilagodbe kao odrednice nastanka poremećaja hranjenja*. Doktorska disertacija. Zagreb: Odsjek za psihologiju Filozofskog fakulteta u Zagrebu.
- Rutter, M. (1990). Psychosocial resilience and protective mechanisms. In J. Rolf, A. Masten, D. Cicchetti, K. Neuchterlein & S. Weintraub (Eds.), *Risk and Protective Factors in the Development of Psychopathology*. New York: Cambridge University Press.
- Smolak, L., Levine, M.P., & Striegel-Moore, R. (1996). *The developmental psychopathology of eating disorders*. Hove, UK: Lawrence Erlbaum Associates.
- Thompson, J.K., & Smolak, L. (2001). *Body image, eating disorders, and obesity in youth*. Washington, DC: American Psychological Association.
- Vulić-Prtorić, A. (2004). *Depresivnost u djece i adolescenata*. Jastrebarsko: Naklada Slap.
- Wenar, C. (2003). *Razvojna psihopatologija i psihijatrija*. Jastrebarsko: Naklada Slap.

Recommended reading

- Alexander-Mott, L., & Lumsden, D.B. (1994). *Understanding eating disorders: Anorexia nervosa, bulimia nervosa and obesity*. Washington, DC: Taylor & Francis.
- Carr, A. (1999). *The Handbook of Child and Adolescent Clinical Psychology*. London & New York: Routledge.
- Dalle Grave, R., & De Luca, L. (2000). *Prevenzione dei disturbi dell'alimentazione*. Verona: Positive Press.
- Davison, G.C. i Neale, J.M. (1999). *Emocionalni poremećaji i poremećaji ponašanja u djetinjstvu i adolescenciji*. U *Psihologija abnormalnog doživljavanja i ponašanja* (str. 491-525). Jastrebarsko: Naklada Slap.
- First, M.B., Frances, A. i Pincus, H.A. (1997). *DSM-IV priručnik za diferencijalnu dijagnostiku*. Jastrebarsko: Naklada Slap.
- Galić, S. (2002). *Neuropsihologijski testovi i baterije testova za primjenu u dječjoj dobi*. U *Neuropsihologijska procjena* (str. 309-341). Jastrebarsko: Naklada Slap.
- Garner, D.M., & Dalle Grave, R. (1999). *Terapia cognitivo-comportamentale dei disturbi dell'alimentazione*. Verona: Positive Press.
- Kim-Cohen, J., Moffitt, T.E., Caspi, A., & Taylor, A. (2003). Genetic and Environmental Processes in Young Children's Resilience and Vulnerability to Socioeconomic Deprivation. *Journal of Social Issue*, 59(1), 33.
- Mohr, W.K. (2002). Understanding children in crisis: The developmental ecological framework. In W.N. Zubenko & J.A. Capozzoli (Eds.), *Children and Disasters* (pp. 72-84). Oxford University Press.
- Pynoos, S.R. (1993). Traumatic stress and developmental psychopathology in children and adolescents. In J.M. Oldham, M.B. Riba & A. Tasman (Eds.), *American Psychiatric Press Review of Psychiatry* (pp.205-238). Washington DC: American Psychiatric Press.
- Svjetska zdravstvena organizacija (2003). *Višeosna klasifikacija psihijatrijskih poremećaja u djece i adolescenata*. Jastrebarsko: Naklada Slap.
- Tematski broj časopisa *Dijete i društvo* (2002). Djeca svjedoci rata – 10 godina kasnije. *Dijete i društvo*, 4(1-2), 1-232. Zagreb: Državni zavod za zaštitu obitelji, materinstva i mladeži.
- Vulić-Prtorić, A. (2001). Razvojna psihopatologija: normalan razvoj koji je krenuo krivim putem. *Radovi Filozofskog fakulteta u Zadru*, 40(17), 161-186.
- Žizak, A., Koller-Trbović, N. i Lebedina Manzoni, M. (2001). *Od rizika do intervencije*. ERF, Zagreb.

Number of ECTS credits

5 ECTS credits.

Assessment methods

Written examination.

Quality assurance

The program of the course and its implementation will be evaluated using anonymous student questionnaires.

Module: **WORK AND ORGANIZATIONAL PSYCHOLOGY**

Module coordinator: Full Professor Branimir Šverko

Course title: **PREDICTING JOB BEHAVIOR AND JOB PERFORMANCE**

Name of lecturer: Associate Professor Željko Jerneić

Course contents:

The predictor problem. Formulating a predictive hypothesis. The criterion problem. Job behavior, job performance and modeling criterion measures. Different approaches to analyzing the relationship between the predictor and criteria. The dynamic nature of the predictor-performance (criteria) relationship. Recent insights into the validity of predictors and selection methods. Models of selection and classification decisions.

Course objectives:

The aim of this course is to provide students with recent scientific insights into conceptualizing and modeling predictive hypotheses in the field of professional selection, starting with the examination of predictor and criteria problems, to different approaches in exploring their relationship, to the latest data about their mutual relations. Upon completion of this course, students will be able to critically review the use of different predictors and selection methods in predicting job behavior and job performance in scientific research and practice.

Teaching methods

Lectures and computer-aided group discussions of a particular research problem.

Required reading

- Arvey, R.D., & Murphy, K.R. (1998). Performance evaluation in work settings. *Annual Review of Psychology*, 49, 141-168.
- Borman, W.C. (1991). Job behavior, performance, and effectiveness. In M.D. Dunnette & L.M. Hough (Eds.), *Handbook of Industrial and Organizational Psychology*, Vol. 2 (pp. 271-326). Palo Alto, Ca.: Consulting Psychologist Press.
- Campbell, J.P. (1990). Modeling the performance prediction problem in Industrial and Organizational Psychology. In M.D. Dunnette & L.M. Hough (Eds.), *Handbook of Industrial and Organizational Psychology*, Vol. 1 (pp. 687-732). Palo Alto, Ca.: Consulting Psychologist Press.
- Guion, R.M. (1991). Personnel assessment, selection and placement. In M.D. Dunnette & L.M. Hough (Eds.), *Handbook of Industrial and Organizational Psychology*, Vol. 2 (pp. 327-397). Palo Alto, Ca.: Consulting Psychologist Press.
- Hough, L.M., & Oswald, F.L. (2000). Personnel selection: Looking toward the future – remembering the past. *Annual Review of Psychology*, 51, 631-664.

Recommended reading

- Anderson, N., & Herriot, P. (Eds.) (1997). *International handbook of selection and assessment*. Chichester: John Wiley.
- Bobko, P. (1990). Multivariate correlational analysis. In M.D. Dunnette & L.M. Hough (Eds.), *Handbook of Industrial and Organizational Psychology*, Vol. 1 (pp. 637-686). Palo Alto, Ca.: Consulting Psychologist Press.
- Guion, R.M. (1998). *Assessment, measurement, and prediction for personnel decisions*. Mahwah, NJ: Lawrence Erlbaum Assoc.
- Rumsey, M.G., Walker, C.B., & Harris, J.H. (Eds.) (1994). *Personnel selection and classification*. Hillsdale, NJ: Erlbaum.

Number of ECTS credits

5 ECTS credits.

Assessment methods

Proficiency will be examined and graded on the basis of quality of participation in the computer discussion of the topic (50%) and a written examination (50%).

Quality assurance

The program of the course and its implementation will be evaluated using anonymous student questionnaires.

Module: WORK AND ORGANIZATIONAL PSYCHOLOGY

Module coordinator: Full Professor Branimir Šverko

Course title: **PERSONALITY AND WORK BEHAVIOR**

Name of lecturer: Full Professor Branimir Šverko

Course Description

The concept of personality and its operationalization within work and organizational psychology. Personality and career development: recent theories and findings. Personality and work performance: recent findings about the validity of personality measures for predicting work behavior. Interests, values, role salience: theoretical views and research findings. Congruence between persons and their organizations: theories of the P-O fit and their empirical verification.

Course objectives

Students will acquire advanced knowledge of the role of personality in career development and work behavior. Drawing on current research and theory, the course aims at developing a critical perspective of current approaches to personality assessment in the areas of selection practice and at encouraging the exploration of new approaches.

Teaching methods

Apart from basic lectures, virtual, net-based instruction is used. The emphasis is laid on active learning through *computer conferencing*. Discussion topics will be defined by computer conferencing, and will be given in advance along with the literature. The computer conferencing topics are a form of virtual seminar with group participation learning, in which students actively learn through interactive discussion.

Required reading

- Dawis, R.V. (1991). Vocational interests, values, and preferences. In M.D. Dunnette & L.M. Hough (Eds.), *Handbook of Industrial and Organizational Psychology*, Vol. 2 (pp. 833-871). Palo Alto, Ca.: Consulting Psychologist Press.
- Hogan, R.T. (1991). Personality and personality measurement. In M.D. Dunnette & L.M. Hough (Eds.), *Handbook of Industrial and Organizational Psychology*, Vol. 2 (pp. 873-919). Palo Alto, Ca.: Consulting Psychologist Press.
- Hough, L.M. (1998). Personality at work: Issues and evidence. In M. Hakel (Ed.), *Beyond Multiple Choice: Evaluating Alternatives to Traditional Testing for Selection* (pp. 131-159). Hillsdale, NJ. Erlbaum Associates, Inc.
- Super, D.E., & Šverko, B. (Eds.) (1995). *Life Roles, Values, and Career: International Findings of the Work Importance Study*. San Francisco: Jossey-Bass Publishers.

Recommended reading

- Recent articles from scientific journals.

Number of ECTS credits

5 ECTS credits.

Assessment methods

Written examination.

Quality assurance

The program of the course and its implementation will be evaluated using anonymous student questionnaires.

Module: WORK AND ORGANIZATIONAL PSYCHOLOGY

Module coordinator: Full Professor Branimir Šverko

Course title: WORK AND MENTAL HEALTH

Name of lecturer: Assistant Professor Darja Maslić Seršić

Course contents

Health psychology of work as a scientific discipline. Current theories and findings. Psychological wellbeing and stress in work and organizations. The effects of work stress on health. Individual and situational predictors. The role of emotions. Organizational culture and psychological wellbeing of the individual. Job attitudes as a mediator and criterion of psychological wellbeing. Organizational management of stress and destructive emotions at work. Work career and psychological wellbeing. Job insecurity, unemployment and mental health.

Course objectives

Students will acquire knowledge in the dominant theories and current concepts in the area of health and work psychology, and will be acquainted with methodology and research techniques in the area. Current research trends will be introduced. A general critical review of the area will enable students to develop the ability to synthesize findings from different research traditions.

Teaching methods

15 hours of lectures, workshops, seminars and individual tutorials.

Required reading

- Hulin, L.C. (1990). Adaptation, persistence, and commitment in organizations. In M.D. Dunnette & L.M. Hough (Eds.), *Handbook of Industrial and Organizational Psychology*, Vol. 2 (pp. 445-506). Palo Alto, Ca.: Consulting Psychologist Press.
- Schabracq, M.J., Winnubst, J.A.M., & Cooper, C.L. (Eds.) (2003). *Work and health psychology*. West Sussex, UK: John Wiley & Sons, Ltd.

Recommended reading

- Bell, N.E., & Barry, M.S. (1989). People as sculptors versus sculpture: the roles of personality and personal control in organizations. In A.B. Arthur, D.T. Hall & B.S. Lawrence (Eds.), *Handbook of career theory*. Cambridge: Cambridge University Press.
- Hackman, J.R. (1990). Group influences on individuals in organizations. In M.D. Dunnette & L.M. Hough (Eds.), *Handbook of Industrial and Organizational Psychology*, Vol. 2 (pp. 199-268). Palo Alto, Ca.: Consulting Psychologist Press.
- Meyer, J.P., & Allen, N.J. (1997). *Commitment in the workplace*. Thousand Oaks, Ca: Sage.
- Payne, R.L., & Cooper, C.L. (Eds.) (2001). *Emotions at work*. West Sussex, UK: John Wiley & Sons, Ltd.
- Tesluk, P., Hofman, D. & Quigley, N. (2002). Integrating the linkages between organizational culture and individual outcomes at work. In S. Sonnentag (Ed), *Psychological management of individual performance*. West Sussex, UK: John Wiley & Sons, Ltd.

Number of ECTS credits

5 ECTS credits.

Assessment methods

Written examination.

Quality assurance

The program of the course and its implementation will be evaluated using anonymous student questionnaires.

Module: **CLINICAL AND COUNSELING PSYCHOLOGY**
Module coordinator: Associate Professor Nataša Jokić-Begić

Course title: **INTEGRATIVE APPROACH TO THE ORIGIN OF MENTAL DISORDERS**
Name of lecturer: Associate Professor Nataša Jokić-Begić

Course contents

One-dimensional or multi-dimensional model: influence of biological and psychosocial factors. Genetic influence in the origin of mental disorders. Diathesis-stress model. Different explanations of the origin of mental disorders: insights from the field of neuroscience; contributions of cognitive psychology; study of emotions and behavior; cultural, social and interpersonal factors, and the perspective of lifetime development.

Course objectives

Upon completion of the course students will be able to:

1. understand the interaction between different causes in the origin of mental disorders
2. consider various factors of origin and persistence of mental disorders while organizing and doing their own research
3. recognize difficulties and limitations that need to be considered while planning and doing their own research in the field of clinical psychopathology.

Teaching methods

The theory will mostly be covered through active learning, individual tutorials and student presentations (approximately one third of the total hours of instruction). Recent research trends and synthesis will be presented in the form of lectures (approximately one third of the total hours of instruction). The methodological aspect will be covered using empirical learning, practice and group discussions.

Required reading

- Barlow, D.H., & Durand, V.M. (2002). *Abnormal psychology: An Integrative approach*. Belmont: Wadsworth.
- Carson, R.C., Butcher J.N., & Mineka, S. (2002). *Fundamentals of Abnormal Psychology*. Boston: Allyn and Bacon.
- Sadock, B.J., & Sadock V.A. (2000). *Kaplan & Sadock's Comprehensive textbook of Psychiatry*. Philadelphia: Lippincott Williams & Wilkins.

Recommended reading

- Carlson, N.R. (1998). *Physiology and Behaviour*. Boston: Allyn and Bacon.
- Gazzaniga, M.S. (1995). *The cognitive neuroscience*. Cambridge, MA: MIT Press.
- Lane, R., & Nadel, L. (2000). *The cognitive neuroscience and emotion*. New York: Oxford University Press.
- Weiner, J.M. (2000). Integration of nature and nurture. A new paradigm for psychiatry. *American Journal of Psychiatry*, 157, 1193-1194.

Number of ECTS credits

5 ECTS credits.

Assessment methods

Written examination.

Quality assurance

The program of the course and its implementation will be evaluated using anonymous student questionnaires.

Module: CLINICAL AND COUNSELING PSYCHOLOGY
Module coordinator: Associate Professor Nataša Jokić-Begić

Course title: **SPECIFIC FEATURES OF METHODOLOGY IN CLINICAL RESEARCH**
Name of lecturer: Associate Professor Nataša Jokić-Begić

Course contents

Systematic evaluation and assessment of psychological, biological and social factors. Criteria for the selection of relevant research methods with regard to the purpose and specific features of the object of measurement. Special features of participants in clinical research. Current research topics in the field of clinical psychology. Psychometric characteristics of various objective and projective techniques most frequently used in clinical research. Specific features of research drafts for explorative and prevention purposes.

Course objectives

Upon completion of the course, students will be able to:

1. critically review methodology-specific features of research in the field of clinical psychology
2. consider advantages and disadvantages of particular techniques while organizing and doing their own research
3. organize research based on the clinical model and synchronize the aim of the research with the type of data collected by different evaluation methods.

Teaching methods

The course will be taught through lectures, discussions and student presentations.

Required reading

- Barlow, D.H., & Durand, V.M. (2002). *Abnormal psychology: An Integrative approach*. Belmont: Wadsworth.
- Beutler, L.E., & Groth-Marnat, G. (2003). *Integrative Assessment of Adult Personality*. New York: The Guilford Press.
- Groth-Marnath, G. (1997). *Handbook of Psychological Assessment*. New York: Wiley & sons.
- Kronenberger, W.G., & Meyer, R.G. (2001). *The child clinician's handbook*. Boston: Allyn and Bacon.

Recommended reading

- Lilienfeld, S.O., Lynn, S.J., & Lohr, J.M. (2003). *Science and Pseudoscience in Clinical Psychology*. New York: The Guilford Press.
- Rapee, R. (1996). *Current controversies in the anxiety disorders*. New York: The Guilford Press.

Number of ECTS credits

5 ECTS credits.

Assessment methods

Written examination.

Quality assurance

The program of the course and its implementation will be evaluated using anonymous student questionnaires.

Module: CLINICAL AND COUNSELING PSYCHOLOGY
Module coordinator: Associate Professor Nataša Jokić-Begić

Course title: **EVALUATION OF PSYCHOLOGICAL INTERVENTIONS AND TREATMENT**
Name of lecturer: Associate Professor Ivanka Živčić-Bećirević

Course contents

Ethical dilemmas and validity problems of treatment evaluation strategies. Time series (single-case experimental design). Strategies for psychotherapy treatment process evaluation. Psychotherapy outcome research methods. Evaluation of prevention and other psychological interventions efficacy. Recent research results of psychological interventions and treatment evaluation. Efficacy versus empirically based validity of psychological interventions and treatments. Evaluation of psychological interventions with special population (research methods with children and adolescents, couples and families, groups). Comparative research of psychopharmacological and psychological treatment. Evaluation of psychological intervention efficacy in treating specific psychiatric disorders. Comparative efficacy of psychological interventions based on different psychotherapy schools (psychodynamic, cognitive-behavioral, and humanistic).

Course objectives

Upon completion of the course students will be able to:

1. explain methodological problems of psychological treatment evaluation research
2. understand and develop some research strategies for psychological treatment evaluation
3. apply specific statistical methods for the evaluation of psychological treatments
4. critically evaluate research results of psychological treatment efficacy
5. understand factors that influence the psychological treatment efficacy assessment
6. recognize ethical dilemmas in psychological treatment evaluation.

Teaching methods

Lectures, seminars, analyses and discussion of treatment evaluation research.

Required reading

- Kazdin, A.E. (2002). *Research Design in Clinical Psychology* (4th Edition). Boston: Allyn and Bacon.
- Lambert, M.J. (2003). *Bergin & Garfield's Handbook of Psychotherapy and Behavior Change* (5th ed.). New York: Wiley.
- Roth, A., & Fonagy, P. (2004). *What works for whom? A critical review of psychotherapy research, 2nd ed.* New York: The Guilford Press.
- Westen, D., Novotny, C.M., & Thompson-Brenner, H. (2004). The empirical status of empirically supported psychotherapies: Assumptions, findings, and reporting in controlled clinical trials. *Psychological Bulletin*, 130, 631-663.
- Živčić-Bećirević, I. (2002). Istraživanja efikasnosti psihoterapije. U M. Biro (Ur.), *Klinička psihologija* (str. 419-430). Novi Sad i München: Katedra za Kliničku psihologiju i Ludwig Maximilians Universität.

Recommended reading

- Barker, C., Pistrang, N., & Elliott (2002). *Research Methods in Clinical Psychology: An Introduction for Students and Practitioners, 2nd ed.* New York: Wiley.
- Chambless, D.L. (1996). In defense of dissemination of empirically supported psychological interventions. *Clinical Psychology: Science and Practice*, 3, 230-235.
- Kazdin, A.E. (Ed.) (1992). *Methodological Issues & Strategies in Clinical Research*. Washington: American Psychological Association.
- Kendall, P.C., Butcher, J.N., & Holmbeck, G.N. (1999). *Handbook of Research Methods in Clinical Psychology (2nd ed.)*. New York: Wiley.

Number of ECTS credits

5 ECTS credits.

Assessment methods

Written examination.

Quality assurance

The program of the course and its implementation will be evaluated using anonymous student questionnaires.

Module: SOCIAL PSYCHOLOGY

Module coordinator: Full Professor Dean Ajduković

Course title: **THE COGNITIVE APPROACH IN SOCIAL PSYCHOLOGY**

Name of lecturer: Assistant Professor Željka Kamenov

Course contents

Review of research showing how people's automatic processing can affect their judgment and behavior. Paradigms in research on automatic processing, use of schemas and heuristics, the failure of introspection, implicit memory, subliminal perception and related processes. Determinants of automatic processes, their pervasiveness and their relation to controlled cognitive processes. The role of cognitive processes in stereotype formation. Cognitive biases related to stereotyping. Social categorization, inconsistent information processing, perceptual salience, illusory correlations, and automaticity in stereotype activation. Serial versus parallel processing of stereotypes and individuating information. Social judgment based on categorical information versus the dilution effect of individuating information on stereotypes. The social judgeability approach to stereotypes. The relation between cognitions and behavior: cognitions direct our behavior, but behavior also affects and forms our cognitions. The analysis of the complex relations between cognitions and behavior, with the emphasis on mediating situational variables, individual differences, cognitive processing biases and motivational orientations toward different social goals. Interdependence of culture and reasoning. Cultural differences in social cognition and perception (from visual perception, categorization and mental representations, through social judgment and attribution, to more complex psychological constructs such as motivational orientations). The role of culture in construals of the self and perception of the self and others. Cultural influence on interpersonal relationships and relations within and between groups. Research methodology in cross-cultural research. Extrapolation of cross-cultural research data on various socio-psychological processes and implications for future research.

Course objectives

Students will be acquainted with relevant recent theoretical models, research paradigms and empirical findings in the field of cognitive social psychology. They will understand the impact of automatic and controlled cognitive processes on perception and memory, social judgment, emotions and behavior. They will extend their knowledge of cross-cultural differences in socio-psychological processes that were until recently assumed universal. They will develop a critical approach toward research findings and the ability to apply the acquired knowledge in their own research.

Teaching methods

The course will be taught using methods that encourage active learning and critical thinking. Students will learn theoretical topics on their own, through individual tutorials with the lecturer, student presentations and discussions (approximately one third of the instruction). Lectures will cover recent research trends and paradigms, and synthesize research findings in the field (approximately one third of the instruction). Methodological issues will be addressed through experiential learning, demonstrations and discussions (approximately one third of the instruction). The course is planned for a total of 15 hours of instruction.

Required reading

- Bargh, J.A. (1996). Automaticity in social psychology. U.E.T. Higgins & A.W. Kruglanski (Eds.), *Social psychology: Handbook of basic principles*. The Guilford Press: New York.
- Chaiken, S., & Trope, J. (Eds.) (1999). *Dual-process theories in social psychology*. New York: The Guilford Press.
- Fiske, A.P., Kitayama, S., Markus, H.R., & Nisbett, R.E. (1998). The cultural matrix of social psychology. In D.T. Gilbert, S.T. Fiske & L. Gardner (Eds.), *Handbook of Social Psychology* Vol. 2 (pp. 915-981). New York: McGraw-Hill.
- Fiske, S.T., & Taylor, S.E. (1991). *Social Cognition*. McGraw-Hill, Inc.

- Higgins, E.T. (1996). Knowledge activation: Accessibility, applicability and salience. In E.T. Higgins & A.W. Kruglanski (Eds.), *Social psychology: Handbook of basic principles*. New York: The Guilford Press.
- Kruglanski, A.W., & Higgins, E.T. (2003). *Social Psychology: A general reader*. New York: Psychology Press.
- Kunda, Z. (2002). *Social Cognition: Making Sense of People*. Massachusetts: The MIT Press.
- Markus, H.R., Kitayama, S., & Heiman, R.J. (1996). Culture and «basic» psychological principles. In E.T. Higgins & A.W. Kruglanski (Eds.), *Social psychology: Handbook of basic principles*. New York: The Guilford Press.
- Tesser, A., & Schwartz, N. (2003). *Blackwell Handbook of Social Psychology: Intraindividual processes*. UK: Blackwell Publishing.

Recommended reading

- Kamenov, Ž. (1998). *Socijalna (ne)prikladnost prosudbe o uzrocima ponašanja temeljene na grupnoj pripadnosti*. Neobjavljena doktorska disertacija. Zagreb: Odsjek za psihologiju Filozofskog fakulteta u Zagrebu.
- Leyens, J-P., & Dardenne, B. (1996). Basic concepts and approaches in social cognition. In M. Hewstone, W. Stroebe & G.M. Stephenson (Eds.), *Introduction to social psychology: An European perspective*. Oxford: Blackwell Publishers Ltd.
- Leyens, J-P., Yzerbyt, V., & Schadron, G. (1994). *Stereotypes and social cognition*. London: Sage.
- Norenzayan, A., Smith, E.E., Kim, B.J., & Nisbett, R.E. (2002). Cultural preferences for formal versus intuitive reasoning. *Cognitive Science*, 26, 653-684.
- Singelis, T.M. (2000). Some thoughts on the future of cross-cultural social psychology. *Journal of Cross-Cultural Psychology*, 31, 76-91.
- Snyder, M. (1979). Self-monitoring processes. *Advances in Experimental Social Psychology*, 12, 85-128.
- Snyder, M. (1981). On the self-perpetuating nature of social stereotypes. In D.L. Hamilton (Ed.), *Cognitive processes in stereotyping and intergroup behavior*. Hillsdale, New Jersey: Lawrence Erlbaum Associates, Inc.
- Snyder, M. (1984). When belief creates reality. *Advances in Experimental Social Psychology*, 18, 247-305.
- Velić, R., Kamenov, Ž. i Simić, O. (2000). Što se krije pod pojmom “samomotrenje”? Prilog analizi Snyderova konstrukta. *Suvremena psihologija*, 1-2, 79-98.

Number of ECTS credits

5 ECTS credits.

Assessment methods

Written examination.

Quality assurance

The program of the course and its implementation will be evaluated using anonymous student questionnaires.

Module: SOCIAL PSYCHOLOGY

Module coordinator: Full Professor Dean Ajduković

Course title: **RESEARCH APPROACHES TO CLOSE RELATIONSHIPS**

Name of lecturer: Assistant Professor Željka Kamenov

Course contents

Attachment in adulthood. Attachment theory as a theoretical framework for understanding friendships, marriage, romantic and other close relationships. Attachment in different types of close relationships (with romantic partners, friends and family members). Research methodology and development of instruments for measuring adult attachment. Findings about (un)stability of attachment styles. Relations between attachment styles and personality dimensions. Compatibility of attachment styles between romantic partners.

Equity theory, social exchange theory and interdependence theory – approaches to understanding the dynamics of close relationships. Costs/benefits ratio and expectations. Investment in a relationship and commitment. The question of social justice in relationships. Inequity and re-establishing equity. Assessment of losses in maintaining the relationship or ending it.

Close relationships during a lifetime: romantic relationships, sibling relationships, relationships with parents and children, friendships. Factors that contribute to stability and change of the structure and quality of close relationships (individual, social, cultural and historical). Theoretical and methodological approaches to research on close relationships during a lifetime.

Dyadic research methodology as an actual methodological approach in this line of research. Possible sources of invalidity, appropriate data analyses and interpretation of findings. A comparison of findings in dyadic and classical research on close relationships.

Course objectives

Students will be acquainted with theoretical and methodological approaches to the research of close relationships. They will be able to synthesize the key factors in forming and maintaining close interpersonal relationships, depending on the theoretical approach and research methodology. They will be able to compare different approaches and integrate findings in the field of close relationships.

Teaching methods

The course will be taught using methods that encourage active learning and critical thinking. Students will learn theoretical topics on their own, through individual tutorials with the lecturer, student presentations and discussions (approximately one third of the instruction). Lectures will cover recent research trends and paradigms, and synthesize research findings in the field (approximately one third of the instruction). Methodological issues will be addressed through experiential learning, demonstrations and discussions (approximately one third of the instruction). The course is planned for a total of 15 hours of instruction.

Required reading

- Brehm, S.S. (1992). *Intimate Relationships*. New York: McGraw-Hill.
- Cassidy, J., & Shaver, P.R. (Eds.) (1999). *Handbook of attachment: Theory, research, and clinical applications*. New York: Guilford.
- Duck, S.W. (1991). *Understanding Relationships*. New York: Guilford Press.
- Fletcher, G.J.O., & Clark, M.S. (Eds.) (2001). *Blackwell Handbook of Social Psychology: Interpersonal processes*. UK: Blackwell Publishing.
- Kenny, D.A. (1994). *Interpersonal perception. A social relations analysis*. Guilford Press.
- Kruglanski, A.W., & Higgins, E.T. (Eds.) (2003). *Social Psychology: A general reader*. New York: Psychology Press.
- Simpson, J.A., & Rholes, W.S. (Eds.) (1998). *Attachment Theory and Close Relationships*. New York: Guilford.

- Vangelisti, A.L., Reis, H.T., & Fitzpatrick, M.A. (2002). *Stability and change in relationships*. Cambridge: University Press.

Recommended reading

- Bartholomew, K. (1990). Avoidance of intimacy: An attachment perspective. *Journal of Social and Personal Relationships*, 7, 147-178.
- Berscheid, E. (1999). The greening of relationship science. *American Psychologist*, 54(4), 260-266.
- Ćubela Adorić, V. (2005). Prisni odnosi u odrasloj i starijoj dobi. U K. Lacković-Grgin i V. Ćubela Adorić (Ur.), *Odabrane teme iz psihologije odraslih* (str. 164-221). Jastrebarsko: Naklada Slap.
- Feeney, J., Peterson, C., & Noller, P. (1994). Equity and marital satisfaction over the life cycle. *Personal Relationships*, 1, 83-99.
- Fraley, R.C., & Shaver, P.R. (2000). Adult romantic attachment: Theoretical developments, emerging controversies, and unanswered questions. *Review of General Psychology*, 4, 132-154.
- Kamenov, Ž. i Jelić, M. (2003). Validacija instrumenta za mjerenje privrženosti u različitim vrstama bliskih odnosa: Modifikacija Brennanova Inventara iskustava u bliskim vezama. *Suvremena psihologija*, 6(1), 73-91.
- Kenny, D.A. (1996). Models of non-independence in dyadic research. *Journal of Personality and Social Psychology*, 13, 279-294.
- Knapp, M.L., & Vangelisti, A.L. (2000). *Interpersonal communication and human relationships*. Boston: Allyn and Bacon.
- Reis, H.T., Collins, W.A., & Berscheid, E. (2000). The relationship context of human behavior and development. *Psychological Bulletin*, 126(6), 844-872.

Number of ECTS credits

5 ECTS credits.

Assessment methods

Written examination.

Quality assurance

The program of the course and its implementation will be evaluated using anonymous student questionnaires.

Module: SOCIAL PSYCHOLOGY

Module coordinator: Full Professor Dean Ajduković

Course title: **PSYCHOLOGY AND COMMUNITY SOCIAL RECONSTRUCTION**

Name of lecturer: Full Professor Dean Ajduković

Course contents

The concept of a community. The theoretical contribution of community psychology to the advancement of a community. Empowerment theory and levels of analysis (individual, organization, community). Functional and dysfunctional communities. Social norms and values affecting the life of community members. Social capital. Community destabilization and the process of social breakdown. Psychosocial consequences of massive trauma and losses for the community. Role of group membership in a destabilized community. Community social reconstruction. Social, political and psychological barriers to social reconstruction of destabilized communities. Mechanisms and levels of social reconstruction. Individual needs and social action. Mobilizing community and social action.

Course objectives

Students will understand the processes that lead to community destabilization and barriers of social reconstruction after conflicts. They will be able to plan a study looking into the recovery of a destabilized community. They will be able to develop a social reconstruction plan based on the understanding of psychological functioning of individuals and groups in a social context.

Teaching methods

15 hours of instruction, including 8 hours of lectures and 7 hours of experiential learning, discussion and exercises, and planning of social reconstruction research.

Required reading

- Ajduković, D. (Ur.) (2003). *Socijalna rekonstrukcija zajednice* (Poglavlja: Socijalna rekonstrukcija zajednica, Civilno društvo kao okvir socijalnih akcija, Društveni kapital i njegova važnost i Socijalna akcija u zajednici). Zagreb: Društvo za psihološku pomoć.
- Kelman, H.C. (2006). Interests, relationships, identities: Three central issues for individuals and groups in negotiating their social environment. *Annual Review of Psychology*, 57, 1-26.
- Stover, E. & Weinstein, H.M. (Eds.) (2004). *My neighbor, my enemy. Justice and community in the aftermath of mass atrocity*. Cambridge: Cambridge University Press.

Recommended reading

- Ajduković, D. (2004). Social contexts of trauma and healing. *Medicine, conflict and survival*. 2, 120-135.
- Barrera, M. (2000). Social support research in community psychology. In J. Rappaport & E. Seidman (Eds.), *Handbook of community psychology* (pp. 215-245). New York: Kluwer Academic/Plenum Publishers.
- Kelman, H.C. (2005). Interactive problem solving in the Israeli-Palestinian Case: Past contributions and present challenges. In R.J. Fisher (Ed.), *Paving the way: Contributions of interactive conflict resolution to peacemaking*. Lexington Books.
- O'Neill, P. (2000). Cognition in social context. Contributions to community psychology. In J. Rappaport & E. Seidman (Eds.), *Handbook of community psychology* (pp. 115-132). New York: Kluwer Academic/Plenum Publishers.
- Orner, R., & Schnyder, U. (2003). *Reconstruction early intervention after trauma. Innovations in the care of survivors*. Oxford: Oxford University Press.
- Zimmerman, M.A. (2000). Empowerment theory. Psychological, organizational and community level of analysis. In J. Rappaport & E. Seidman (Eds.), *Handbook of community psychology* (pp. 43-63). New York: Kluwer Academic/Plenum Publishers.

Number of ECTS credits

5 ECTS credits.

Assessment methods

Knowledge is tested during completion of exercise tasks.

Quality assurance

The program of the course and its implementation will be evaluated using anonymous student questionnaires.

Module: SOCIAL PSYCHOLOGY

Module coordinator: Full Professor Dean Ajduković

Course title: **THE INDIVIDUAL AND SOCIAL CHANGE**

Name of lecturer: Associate Professor Dinka Čorkalo Biruški

Course contents

Minority and majority relations. Minority influence as a foundation of social change. Laboratory research on social change. Majority resistance to change and to minority influence. Minority influence and social psychological mechanisms of discrimination.

The impact of group relative status and social inequality. Negative social identity. Individual mobility versus social change.

Norm of reciprocity and social justice. Collective action and social movement as forms of social change.

Course objectives

The aim of the course is to provide students with contemporary theoretical explanations of the relations between the individual and social change. After completing the course students will be able to study contemporary literature on the subject, understand social determination of some forms of individual behavior and critically evaluate the nature, advantages and range of socio-psychological explanations of some social phenomena.

Teaching methods

Depending on the number of students and their interests, the course will be taught through lectures (less than one third of total hours of instruction), discussion groups, student presentations and individual tutorials.

Required reading

- Augoustinos, M., & Reynolds, K.J. (Eds.) (2001). *Understanding prejudice, racism, and social conflict*. London: Sage.
- Brown, R., & Gaertner, S. (Eds.) (2003). *Blackwell handbook of social psychology: Intergroup processes*. Oxford: Blackwell.
- DeDreu, C.K.W., & De Vries, N.K. (2001). *Group consensus and minority influence: Implications for innovation*. Oxford: Blackwell.
- Ellemers, N., Spears, R., & Doosje, B. (Eds.) (1999). *Social identity*. Oxford: Blackwell.
- Jost, J.T., & Major, B. (2001). *The psychology of legitimacy: Emerging perspectives on ideology, justice and intergroup relations*. Cambridge: Cambridge University Press.
- Milgram, S. (1992). *The individual in a social world: Essays and experiments*. New York: McGraw-Hill.
- Schneiderman, L. (1988). *The psychology of social change*. New York: Human Sciences Press.
- Sidanius, J., & Pratto, F. (1999). *Social dominance: An intergroup theory of social hierarchy and oppression*. Cambridge: Cambridge University Press.

Recommended reading

- Selected articles from scientific journals.

Number of ECTS credits

5 ECTS credits.

Assessment methods

Written examination.

Quality assurance

The program of the course and its implementation will be evaluated using anonymous student questionnaires.

Module: SOCIAL PSYCHOLOGY

Module coordinator: Full Professor Dean Ajduković

Course title: **IN-GROUP LOYALTY AND NATIONALISM**

Name of lecturer: Associate Professor Dinka Čorkalo Biruški

Course contents

Group and group allegiances. In-group and out-group. Group as a source of identity. Social-psychological foundations of national allegiance. Ethnic loyalty, national loyalty, supranational loyalty, nationalism and patriotism. Measures of nationalism and patriotism: do we measure two constructs or two sides of the same coin. Constructive patriotism (Staub), banal nationalism (Billig)? Development of group identities and group allegiances: primordialism and essentialism versus the construction of identity. Socio-psychological theories of identity as theories of identity construction. Nationalism as a source of inter-group violence. Socio-psychological mechanisms of derogation, delegitimizations, exclusion and dehumanization of “others”: rationalization or the cause of violence? Nationalism and hatred as a source of inter-group violence: why minorities are “suitable” objects.

Course objectives

The aim of the course is to provide a more detailed theoretical insight into this new area of psychology of nationalism, and to emphasize the contribution of psychology in theoretical explanations and research in this field. Similarities and differences in psychological, sociological and related approaches in explaining phenomena of nationalism and patriotism will be emphasized. Students will be acquainted with the socio-psychological basis of group allegiance, and will be made aware of the complexity of individual-group relationship. Furthermore, they will be acquainted with the emotional foundation of group allegiance and will gain insight into methods of research and measurement of group loyalty, nationalism and patriotism. Students will be made aware of the role of nationalism and hatred in instigating, sustaining and repeating the cycle of (intergroup) violence.

Teaching methods

Depending on the number of students and their interests, the course will be taught through lectures (less than one third of total hours of instruction), discussion groups, student presentations and individual tutorials.

Required reading

- Ashmore, R.D., Jussim, L., & Wilder, D. (2001). *Social identity, intergroup conflict, and conflict reduction*. New York: Oxford University Press.
- Bar-Tal, D., & Staub, E. (Eds.) (1997). *Patriotism in the lives of individuals and nations*. Chicago: Nelson-Hall Publishers.
- Billig, M. (1995). *Banal nationalism*. London: Sage.
- Smith, A.D. (1999). *Myths and memories of the nation*. Oxford: Oxford University Press.
- Staub, E. (1989/1999). *The roots of evil: The origins of genocide and other group violence*. Cambridge: Cambridge University Press.
- Stover, E., & Weinstein, H.M. (2004). *My neighbor, my enemy: Justice and community in the aftermath of mass atrocity*. Cambridge: Cambridge University Press.

Recommended reading

- Čorkalo, D., & Kamenov, Ž. (2003). National identity and social distance: Does in-group loyalty lead to outgroup hostility. *Review of Psychology*, 2, 85-94.
- Ignatieff, M. (1993). *Blood and belonging: Journeys into the new nationalism*. New York: Farrar, Straus and Giroux.
- Ignatieff, M. (1995). *The warrior's honor: Ethnic war and the modern conscience*. New York: Henry Holt and Company.

- Katunarić, V. (2003). *Sporna zajednica. Novije teorije o naciji i nacionalizmu*. Zagreb: Jesenski i Turk.
- Staub, E. (2003). *The psychology of good and evil: Why children, adults and groups help and harm others*. New York: Cambridge University Press.
- Waller, J. (2002). *Becoming evil: How ordinary people commit genocide and mass killing*. New York: Oxford University Press.

Number of ECTS credits

5 ECTS credits.

Assessment methods

Written examination.

Quality assurance

The program of the course and its implementation will be evaluated using anonymous student questionnaires.

Module: EDUCATIONAL PSYCHOLOGY

Module coordinator: Associate Professor Vesna Vlahović-Štetić

Course title: COGNITIVE MODELS OF LEARNING: THE CASE OF MATHEMATICS AND NATURAL SCIENCES

Name of lecturer: Associate Professor Vesna Vlahović-Štetić

Course contents

The learning of mathematics and natural sciences as a specific area of educational psychology. Comparative research of mathematical behavior. Cross-cultural and gender differences in mathematical behavior and attitudes towards mathematics. Development of pre-mathematical and mathematical skills and knowledge. Different approaches to learning and teaching mathematics (sociological and anthropological perspectives, cognitive psychology perspective, constructivism). Declarative and procedural knowledge in mathematics and natural sciences. Models of learning mathematical concepts, operations and word problems. Children's misconceptions in natural sciences, developmental changes. The development of scientific concepts and encouraging scientific reasoning-research results. Psychological research – the consequences of teaching natural sciences. Socio-emotional factors of learning and teaching mathematics and natural sciences.

Course objectives

Students will be introduced to theoretical models and methods of research in the field of learning and teaching of mathematics and natural sciences. They will be acquainted with the influence of cultural and gender differences on performance and attitudes. They will also be introduced to developmental preconditions for attaining procedural and declarative knowledge. Students will understand the relation between the process of teaching and learning outcomes in mathematics and natural sciences.

Teaching methods

Lectures and discussions.

Required reading

- Baroody, A.J., & Dowker, A. (2003). *Development of Arithmetic Concepts and Skills: Constructing Adaptive Expertise*. Mahwah, N.J.: Lawrence Erlbaum Associates.
- Duschl, R.A., & Hamilton, R.J. (1992). *Philosophy of science, cognitive psychology and educational theory and practice*. NY: State University of New York Press.
- Gega, P. (1986). *Science in elementary education*. New York: Macmillan Publishing Company.
- Hyde, J.S., Fennema, E., & Lamon, S.J. (1990). Gender differences in mathematics performance: A meta-analysis. *Psychological Bulletin*, 107(2), 139-155.
- Miura, I.T., Okamoto, Y., Vlahović-Štetić, V., Kim, C.C., & Han, J.H. (1999). Language supports for children's understanding of numerical fractions: Cross-national comparisons. *Journal of Experimental Child Psychology*, 74, 356-365.
- Vlahović-Štetić, V., & Miura, I. (1995). Cognitive representation of number and understanding of place-value: First graders in Croatia and the United States. *Review of Psychology*, 2, 23-28.

Recommended reading

- Liebeck, P. (1995). *Kako djeca uče matematiku*. Zagreb: Educa.
- Vlahović-Štetić, V. i Vizek Vidović, V. (1998). *Kladim se da možeš – psihološki aspekti početnog učenja matematike*. Zagreb: Udruga roditelja "Korak po korak".

Number of ECTS credits

5 ECTS credits.

Assessment methods

Written examination.

Quality assurance

The program of the course and its implementation will be evaluated using anonymous student questionnaires.

Module: EDUCATIONAL PSYCHOLOGY

Module coordinator: Associate Professor Vesna Vlahović-Štetić

Course title: **COGNITIVE ANALYSIS OF LEARNING TO READ AND WRITE**

Name of lecturer: Associate Professor Svjetlana Kolić-Vehovec

Course contents

Learning to read and write as a specific area of educational psychology. Word recognition: the interactive-compensatory model. Component processes in reading comprehension: bottom-up and top-down models. Characteristics of skilled reading. Individual differences in the reading skill: working memory, vocabulary, cognitive and metacognitive strategies. Learning to read: preconditions for learning to read, the stages of reading development. Methods of teaching reading and writing: the phonic method, multiple perspectives. The role of the family and school in learning to read. Cognitive components of writing. Learning to write. Motivation and reading. Difficulties in learning to read and write: retarded readers, poor readers, dyslexia.

Course objectives

Students will be acquainted with theoretical models and research methods in the area of learning and teaching to read and write. The course will introduce students to the prerequisites for learning to read and write. Students will understand the most important factors in learning to read, and methods for enhancing reading and writing skills.

Teaching methods

A variety of formats and techniques will be used, ranging from lectures to demonstrations and class discussions (a total of 15 hours of instruction).

Required reading

- Harrison, C. (2004). *Understanding reading development*. London: Sage.
- Kolić-Vehovec, S. (1994). Kognitivni čimbenici vještine čitanja. *Godišnjak Odsjeka za psihologiju*, 115-130.
- Kolić-Vehovec, S., & Bajšanski, I. (2001). Children's metacognition as a predictor of reading comprehension. In G. Shiel & U.N. Dhalaigh (Eds.), *Proceedings of the 12th European Conference on Reading*. Dublin: Reading Association of Ireland.
- Pressley, M. (2000). What should comprehension instruction be the instruction of? In M.L. Kamil, P.B. Mosenthal, P.D. Pearson & R. Barr (Eds.), *Handbook of reading research*, Vol. III (pp. 545-562). New Jersey: LEA.
- Rayner, K., Foorman, B.R., Perfetti, C.A., Pesetsky, D., & Seidenberg, M.S. (2001). How psychological science informs the teaching of reading. *Psychological science in the public interest*, 2, 31-74.
- Sternberg, R. (2005). *Kognitivna psihologija* (str. 318-323, 345-350). Jastrebarsko: Naklada Slap.

Recommended reading

- Neuman, S.B., & Dickinson, D.K. (2002). *Handbook of early literacy research*. New York: The Guilford Press.
- Pressley, M. (1998). *Reading instruction that works*. New York: The Guilford Press.

Number of ECTS credits

5 ECTS credits.

Assessment methods

Students' performance will be monitored through lectures, written assignments, and a final written examination.

Quality assurance

The program of the course and its implementation will be evaluated using anonymous student questionnaires.

Module: EDUCATIONAL PSYCHOLOGY

Module coordinator: Associate Professor Vesna Vlahović-Štetić

Course title: CONTEMPORARY APPROACHES TO THE RESEARCH OF MOTIVATION TO LEARN

Name of lecturer: Full Professor Vlasta Vizek Vidović

Course contents

Cognitivist approaches to motivation in educational contexts: attribution theories, expectancy theories, goal orientation theories; Academic self concept, values, emotions and academic achievement; The role of teachers' beliefs and expectations in academic achievement; gender, age and socio-cultural factors as determinants of motivation to learn, Quantitative and qualitative approaches to the study of motivation to learn, Strategies for the enhancement of motivation to learn (extrinsic and intrinsic motivation, self-regulated learning). Approaches to the planning and evaluation of school interventions aimed at enhancing the motivation to learn.

Course objectives

Students will be able to demonstrate the application of the theoretical knowledge and methodological competences to research problems in the area of motivation to learn. Students will be able to explain the relationship between different cognitivist concepts of motivation to learn as well as explain the teaching and the learning process. Students will be able to plan and conduct research in the area of motivation to learn using appropriate quantitative and qualitative methodology. Students will be able to apply the theoretical knowledge to needs assessment in different educational settings as well as in the creation of a supportive learning environment. Students will be able to apply appropriate evaluation procedures regarding planned interventions.

Teaching methods

The course will be delivered through lectures and student assignments (a total of 15 hours of instruction).

Required reading

- Pintrich, P.R., & Schunk, D.H. (2002). *Motivation in education: theory, research and application* (Chapters 3 to 10). Englewood Cliffs: Merrill Publications.
- Weiner, B. (1996). *Human motivation: metaphors, theories and research* (Chapters 6, 7, 8). London: Sage.
- Two recent research articles based on different theoretical approaches from journals cited in CC, in the field of educational psychology (individual choice – analyzed in the seminar paper).

Recommended reading

- Elliot, A.J., & Dweck, C.S. (Eds.) (2005). *Handbook of competence and motivation*. New York: Guilford Press.
- Wigfield, A., & Eccles, J.S. (Eds.) (2001). *Development of achievement motivation*. New York: Academic Press.

Number of ECTS credits

5 ECTS credits.

Assessment methods

Written examination.

Quality assurance

The program of the course and its implementation will be evaluated using anonymous student questionnaires.

Module: COGNITIVE PSYCHOLOGY

Module coordinator: Full Professor Predrag Zarevski

Course title: **CONSCIOUSNESS, ATTENTION AND MEMORY**

Name of lecturer: Full Professor Predrag Zarevski

Course contents

This course will review recent research in attention and memory. The emphasis is on the relation between attention and consciousness and the possibility of experimental manipulation of different levels of consciousness in memory research. Recently suggested explicit and implicit memory models and their empirical background will be reviewed. The topics include: levels of consciousness and the methodology of consciousness research; the partitioning of explicit and implicit memory; the role of attention in implicit memory processes and priming; the relation of spatial vs. temporal attention and working memory capacity; attention, aging and the efficacy of memory.

Course objectives

Students will gain an insight into the empirical and theoretical basis of the relation between consciousness and attentional processes, primarily in the field of memory. Students will broaden their knowledge of the limitations of human cognitive abilities and their relation to attentional processes, as well as the relation of various dimensions of attention and the outcome of memory processes.

Teaching methods

Lectures will include recent research trends in the field (approximately 10 hours of instruction). Theoretical and methodological issues will be discussed through student presentations and demonstrations (approximately 5 hours of instruction).

Required reading

- Baddeley, A. (1998). *Human memory: Theory and practice*. Oxford: University Press.
- Baddeley, A., & Weiskrantz, L. (Eds.) (1995). *Attention: Selection, Awareness, and Control: A Tribute to Donald Broadbent*. Oxford: University Press.
- Craik, F.I., & Salthouse, T.A. (Eds.) (2000). *The handbook of aging and cognition*. NJ: Erlbaum.
- Monsell, S., & Driver, J. (Eds.) (2000). *Control of Cognitive Processes: Attention and Performance XVIII*. Cambridge, MA: MIT Press.

Recommended reading

- Richardson, et. al. (Eds.) (1996). *Working memory and human cognition*. NJ: Oxford University Press.
- Umiltà, C. (Ed.) (1994). *Conscious and Nonconscious Information Processing: Attention and Performance XV*. Cambridge, MA: MIT Press.

Number of ECTS credits

5 ECTS credits.

Assessment methods

Written examination.

Quality assurance

The program of the course and its implementation will be evaluated using anonymous student questionnaires.

Module: COGNITIVE PSYCHOLOGY

Module coordinator: Full Professor Predrag Zarevski

Course title: **METACOGNITION AND INTELLIGENCE**

Name of lecturer: Full Professor Predrag Zarevski

Course contents

Depending on the interest of the students, the emphasis will be on 2-3 of the following topics: Definition and theories of metacognition; Relation of metacognition, metamemory, memory and intelligence; The influence of implicit theories on formal theories of intelligence; Race, ethnicity, socioeconomic status and intelligence; Personality, motivation and cognition; Artificial intelligence.

Course objectives

Students will be introduced to the complex interaction of metacognitive and cognitive processes and the inseparability of intelligence and metacognitive and cognitive processes. Students will gain an insight into the development of computer science and its relation to psychological aspects of artificial intelligence.

Teaching methods

The course will include approximately 10 hours of lectures on recent theoretical advances in the field, and approximately 5 hours of student presentation and discussions on related controversial issues.

Required reading

- Carroll, J.B. (1993). *Human cognitive abilities: A survey of factor-analytic studies*. New York, NY: Cambridge University Press.
- Dennis, I., & Tapsfield, P. (Eds.) (1996). *Human abilities: Their nature and measurement*. Hillsdale, NJ: Erlbaum.
- Sternberg, R.J. (1993). *Metaphors of mind: Conceptions of the nature of intelligence*. New York, NY: Cambridge University Press.

Recommended reading

- Brand, G. (1996). *The g factor*. New York: Wiley.
- Wilhelm, O., & Engle, R.W. (2006). *Handbook of understanding and measuring intelligence*. Thousand Oaks, CA: Sage.

Number of ECTS credits

5 ECTS credits.

Assessment methods

Written examination.

Quality assurance

The program of the course and its implementation will be evaluated using anonymous student questionnaires.

Module: COGNITIVE PSYCHOLOGY

Module coordinator: Full Professor Predrag Zarevski

Course title: **ATTENTION, PERCEPTION AND MOTORIC BEHAVIOR – INTEGRATED APPROACH**

Name of lecturer: Assistant Professor Dragutin Ivanec

Course contents

The course focuses on the interactive relations of perception and motoric behavior on the one hand, and, tentatively speaking, attentional processes on the other. The emphasis is on the overview of the integrative approach in the field of perception. The topics are the following: perception as multisensory integration; the role of the stimuli context in information integration; the role of attention in contextual effects in perception; the role of attentional processes in phenomena of “unintentional blindness” and “blindness for changes”; the role of attention in stimuli detection and perception and motoric reaction to stimuli; interrelations of automatic and controlled attentional processes and the accuracy of perception and motoric behavior; the neural basis of the relationship between attentional processes and perception.

Course objectives

The aim of this course is to introduce the integrated approach to attention, perception and motoric behavior. This refers to the role of attentional processes in perception outcomes and to the role of perception and anticipation of both stimuli and motoric behavior in attentional processes. All these relations will be discussed in the context of recent findings on the biological basis of perception and attention.

Teaching methods

7 hours of lectures, 8 hours of individual tutorials in discussing particular problems.

Required reading

- Pashler, H.E. (1998). *The Psychology of Attention*. Cambridge: MIT Press.
- Purves D., & Lotto, R. B. (2003). *Why We See What We Do. An Empirical Theory of Vision*. Sunderland: Sinauer Associates, Inc.
- Pashler, H. (Ed.). 2002. *Stevens' Handbook of Experimental Psychology*, 3rd edition. Vol. 1. Sensation and Perception.

Recommended reading

- Most, S.B., Scholl, B.J. Clifford, E.R., & Simons, D. J. (2005). What You See Is What You Set: Sustained Inattentional Blindness and the Capture of Awareness. *Psychological Review*, 112(1), 217-242.
- Simons, D.J. Mitroff, S.R., & Franconeri, S.L. (2003). Scene perception: what we can learn from visual integration and change detection. In M. Peterson & G. Rhodes (Eds.), *Perception of Faces, Objects, and Scenes: Analytic and Holistic Processes* (pp. 335-355). Oxford University Press.
- Rensink, R. (2004). Visual seeing without seeing. *Psychological Science*, 15(1), 27-32.
- Rensink, R.A. (2002). Change detection. *Annual Review of Psychology*, 53, 245-277.

Number of ECTS credits

5 ECTS credits.

Assessment methods

Written examination.

Quality assurance

The program of the course and its implementation will be evaluated using anonymous student questionnaires.

Module: PERSONALITY PSYCHOLOGY

Module coordinator: Associate Professor Denis Bratko

Course title: **GENETICS AND PERSONALITY**

Name of lecturer: Associate Professor Denis Bratko

Course contents

Molecular biology and personality psychology. Personality as a phenotype. Theoretical models used in behavioral-genetics studies of personality. The mechanism of gene influence on personality. Quantitative traits loci - QTL. Genetic markers and behavior; apoE and Alzheimer's disease; DRD4 and novelty seeking; 5-HTT and neuroticism-anxiety; Genotype-environment interaction; MAOA and child maltreatment consequences. Quantitative genetics and personality psychology. Genetic and individual differences. How to estimate genetic and environmental effects. Data analysis methods in quantitative-genetic studies; Intraclass versus interclass correlation; Univariate and multivariate behavioral-genetic analysis; Longitudinal behavioral-genetic analysis; Structural equation modeling and behavioral-genetic studies. Results of quantitative-genetic studies; Heritability of basic personality dimensions; Environmental contribution to individual differences. Multivariate behavioral-genetic research of personality. Genetic and environmental contribution to continuity and change in personality.

Course objectives

The aim of this course is to introduce students to contemporary methods used in the field of behavior genetics and to results of behavioral-genetic research in the field of personality psychology. After this course, students will be able to use the literature from the field of behavior genetics and understand complex research methodology used in the field. Moreover, students will be able to plan, organize and independently conduct research in the field.

Teaching methods

The content will be taught through lectures and student presentations, each taking roughly half of the available time (15 hours total). Lectures will be used to present the theory, and student presentations will be used to present current research in the area.

Required reading

- Caspi, et al. (2003). Influence of Life Stress on Depression: Moderation by a Polymorphism in the 5-Htt Gene. *Science*, 301, 386-89.
- Caspi, A., McClay, J., Moffit, T.E., Mill, J., Martin, Craig, J.W., Taylor, A., & Poulton, R. (2002). Role of the Genotype in the Cycle of Violence in Maltreated Children. *Science*, 297, 2.
- Plomin, R., & Crabbe, J. (2000). DNA. *Psychological Bulletin*. 126(6), 806-828.
- Plomin, R., DeFries, J.C., Craig, I., & McGuffin, P. (Eds.) (2003). *Behavioral Genetics in the Postgenomic Era*. Washington, D.C.: APA.
- Plomin, R., DeFries, J.C., McClearn, G.E., & McGuffin (2001). *Behavioral Genetics* (4th ed.). New York: Worth Publishers.
- Turkheimer, E., & Waldron, M. (2000). Nonshared Environment: A Theoretical, Methodological, and Quantitative Review. *Psychological Bulletin*, 126(1), 78-108.

Recommended reading

- Miles, D.R., & Carey, G. (1997). Genetic and environmental architecture of human aggression. *Journal of Personality and Social Psychology*, 72(1), 217-217.
- Plomin, R., & Caspi, A. (1998). DNA and Personality. *European Journal of Psychology*, 12, 387-407.
- Plomin, R., & Colledge, E. (2001). Genetics and Psychology: Beyond Heritability. *European Psychologist*, 6(4), 221-240.

- Plomin, R., & Daniels, D.(1987). Why are children in the same family so different from each other. *Behavioral and Brain Sciences, 10*, 1-16.

Number of ECTS credits

5 ECTS credits.

Assessment methods

Written examination.

Quality assurance

The program of the course and its implementation will be evaluated using anonymous student questionnaires.

Module: **PERSONALITY PSYCHOLOGY**

Module coordinator: Associate Professor Denis Bratko

Course title: **EVOLUTIONARY PSYCHOLOGY**

Name of lecturer: Associate Professor Igor Kardum

Course contents

The history of evolutionary thought. Middle-level evolutionary theories. The evolution of the modern Homo sapiens. Current environment and the ancestral environment. Standard social sciences model. Massive modularity hypothesis; characteristics of functional modules. Adaptational explanation of emotions. Evolutionary theories of attachment. Introduction to evolutionary personality psychology. Review of evolutionary theories of personality. Personality in animals. The role of evolutionary theory in identifying stable interindividual differences. Evolutionary interpretations of the five-factor model of personality. Stability and change of personality in the context of evolutionary theory. Evolution of the self-concept. Personality disorders in the context of evolutionary theory. Problems and obstacles in using evolutionary principles in personality psychology: interindividual differences and the universal human nature.

Course objectives

The aim of this course is to familiarize students with contemporary research in the field of *evolutionary psychology*, with special emphasis on personality psychology. After this course, students will be able to use the literature in the field and understand, explain and use their knowledge in the field. Moreover, upon completion of the course, students will be able to plan, organize and independently conduct research in the field.

Teaching methods

The course will be taught through lectures, group discussions, demonstrations and student presentations (a total of 15 hours of instruction).

Required reading

- Barrett, L., Dunbar, R., & Lycett, J. (2002). *Human evolutionary psychology*. New York: Palgrave.
- Buss, D.M. (Ed.) (2005). *The handbook of evolutionary psychology*. New York: Wiley.
- Crawford, C., & Krebs, D.L. (Eds.) (1998). *Handbook of evolutionary psychology*. Mahwah, NJ: Erlbaum.
- Crawford, C., & Salmon, C. (Eds.) (2004). *Evolutionary psychology, public policy and personal decisions*. Mahwah, NJ: Erlbaum.
- McGuire, M., & Troisi, A. (1998). *Darwinian psychiatry*. New York: Oxford University Press.
- Trivers, R. (2002). *Natural selection and social theory: Selected papers of Robert Trivers*. New York: Oxford University Press.

Recommended reading

- Barkow, J.H., Cosmides, L., & Tooby, J. (Eds.) (1992). *The adapted mind: Evolutionary psychology and the generation of culture*. New York: Oxford University Press.
- Baron-Cohen, S. (Ed.) (1997). *The maladapted mind: Classic readings in evolutionary psychopathology*. Hove: Psychology Press.
- Betzig, L. (Ed.) (1997). *Human nature: A critical reader*. New York: Oxford University Press.
- Bjorklund, D.F., & Pellegrini, A.D. (2002). *The origins of human nature: Evolutionary developmental psychology*. Washington, DC: American Psychological Association.
- Bradshaw, J.L. (1997). *Human evolution: A neuropsychological perspective*. Hove: Psychology Press.

- Crawford, C., & Salmon, C. (Eds.) (2004). *Evolutionary psychology, public policy and personal decisions*. Mahwah, NJ: Erlbaum.
- Cummins, D.D., & Allen, C. (Eds.) (1998). *The evolution of the mind*. New York: Oxford University Press.
- Dawkins, R. (1997). *Sebični gen*. Zagreb: Izvori.
- Dunbar, R., Knight, C., & Power, C. (Eds.) (2003). *The evolution of culture*. New Brunswick, NJ: Rutgers University Press.
- Hrgović, J. i Polšek, D. (Ur.). *Evolucija društvenosti*. Zagreb: Naklada Jesenski i Turk.
- Polšek, D. (Ur.) (1997). *Sociobiologija: zbornik radova*. Zagreb: Hrvatsko sociološko društvo i Naklada Jesenski i Turk.
- Simpson, J.A., & Kenrick, D.T. (Eds.) (1997). *Evolutionary social psychology*. Mahwah, NJ: Erlbaum.

Number of ECTS credits

5 ECTS credits.

Assessment methods

Written examination.

Quality assurance

The program of the course and its implementation will be evaluated using anonymous student questionnaires.

Module: PERSONALITY PSYCHOLOGY

Module coordinator: Associate Professor Denis Bratko

Course title: **CROSS – CULTURAL STUDIES OF PERSONALITY**

Name of lecturer: Iris Marušić, Ph.D.

Course contents

Personality in the cross-cultural context; the concept of personality in various cultures, personality and the cultural context. Methodological issues in cross-cultural personality research; construct equivalence, sampling issues, scale equivalence. Types of cross-cultural studies in personality. Cross-cultural trait psychology: the theoretical framework of cross-cultural trait psychology; recent research on transcultural universality of basic dimensions of personality. Cultural psychology and personality: tradition and fundamental premises of the cultural approach to personality research, recent studies on the interplay of personality and culture. Indigenous personality psychology; research of indigenous (emic) personality constructs. Integrative approach to cross-cultural research in personality.

Course objectives

The aim of this course is to introduce the field of cross-cultural personality research and major theories dealing with the role of culture in shaping personality. The course is designed to prepare students for further study in the field, independent critical study of literature and application of knowledge and skills in designing and conducting cross-cultural research in personality psychology.

Teaching methods

The theory will be presented through lectures. Student presentations will be used for the presentation of current research in the field, and discussions will be used to synthesize current knowledge in the field.

Required reading

- Church, A.T. (2000). Culture and personality: toward an integrated cultural trait psychology. *Journal of Personality, 64*, 651-703.
- Markus, H.R., & Kitayama, S. (1991). The cultural psychology of personality. *Journal of Cross-Cultural Psychology, 29*, 63-87.
- Segall, M.H., Dasen, P.R., Berry, J.W., & Portinga, Y.H. (1999). *Human Behavior in Global Perspective: An Introduction to Cross-Cultural Psychology, Second Edition*. Boston: Allyn and Bacon.
- Shweder, R.A., & Sullivan, M.A. (1993). Cultural Psychology: Who needs it? *Annual Review of Psychology, 44*, 497-523.
- Subramanyam, L. (2001). *Culture Behaviour and Personality*. New Delhi: Mittal.

Recommended reading

- Katigbak, M.S., Church, A.T., & Akamine, T.X. (1996). Cross-cultural generalizability of personality dimensions: relating indigenous and imported dimensions in two cultures. *Journal of Personality and Social Psychology, 70*, 99-114.
- Marušić, I. (2002). Suvremeni pristupi međukulturalnim istraživanjima ličnosti. *Društvena istraživanja, 11*(4-5), 533-551.
- McCrae, R.R. (2000). Trait psychology and the revival of personality and culture studies. *American Behavioral Scientist, 44*, 10-31.
- McCrae, R.R. (2001). Trait psychology and culture: exploring intercultural comparisons. *Journal of Personality, 69*(6), 819-846.
- McCrae, R.R., Terracciano, A., Bratko, D., Marušić, I., et al. (2005). Universal Features of Personality Traits From the Observer's Perspective: Data From 50 Cultures. *Journal of Personality and Social Psychology, 88*(3), 547-561.

- McCrae, R.R., Terraciano, A., Bratko, D., Marušić, I., et al. (2005). Personality Profiles of Cultures: Aggregate Personality Traits. *Journal of Personality and Social Psychology*, in press.

Number of ECTS credits

5 ECTS credits.

Assessment methods

Written examination.

Quality assurance

The program of the course and its implementation will be evaluated using anonymous student questionnaires.

Module: PERSONALITY PSYCHOLOGY

Module coordinator: Associate Professor Denis Bratko

Course title: **PERSONALITY AND INTELLECTUAL COMPETENCE**

Name of lecturer: Associate Professor Denis Bratko

Course contents

Personality and prediction of achievement: dispositional versus cognitive theories. Personality traits: theoretical status and conceptual problems. Structural models of personality traits. Self-efficacy and estimating your own competence. Personality and intelligence: typical behavior versus maximum effect; The relationship between constructs: intelligence, intellect and openness to experience. Personality and academic achievement. Personality and work achievement. Personality and achievement on ability tests. Arousal theory as a biological basis of personality and intelligence. Personality traits and learning: Gray's reinforcement sensitivity theory. Neuroticism and test anxiety. Extraversion and response style on performance tests. Openness to experience and the need for cognition. Conscientiousness and the need for achievement. Typical intellectual engagement. Self-concept and self-estimate of intellectual status. Personality, intelligence and creativity.

Course objectives

The objective of this course is to familiarize students with theories and research that combine personality psychology and intellectual competence in different areas. After this course students will be able to use the literature in the field and apply the acquired knowledge and competences to conduct independent research. Moreover, they will also be able to apply the acquired knowledge in psychological practice wherever individual differences in personality are associated with achievement in intellectual activities.

Teaching methods

The content will be taught through lectures and student presentations, each taking roughly half of the available time (15 hours total). Lectures will be used to present the theory, and student presentations will be used to present current research in the area.

Required reading

- Ackerman, P.L. (1997). Intelligence, personality, and interests: evidence for overlapping traits. *Psychological Bulletin*, 121, 219-245.
- Ackerman, P.L. (1996). A theory of adult intellectual development: Process, personality, interests, and knowledge. *Intelligence*, 22, 227-257.
- Saklofske, D.H., & Zeidner, M. (1995). *International handbook of personality and intelligence*. New York: Plenum.
- Sternberg, R.J., & Ruzgis, P. (1994). *Personality and Intelligence*. Cambridge: Cambridge University Press.

Recommended reading

- Ackerman, P.L. (1997). Personality, self-concept, interests, and intelligence: Which construct doesn't fit? *Journal of Personality*, 65(2), 171-204.
- Kanfer, R., & Heggstad, E.D. (1997). Motivational traits and skills: A person-centered approach to work motivation. *Research in Organizational Behavior*, 19, 1-56.
- Leon, M.R., & Revelle, W. (1985). The effects of anxiety on analogical reasoning: a test of three theoretical models. *Journal of Personality and Social Psychology*, 49, 1302-1315.
- Revelle, W. (1987). Personality and motivation: sources of inefficiency in cognitive performance. *Journal of Research in Personality*, 21, 436-452.

Number of ECTS credits

5 ECTS credits.

Assessment methods

Written examination.

Quality assurance

The program of the course and its implementation will be evaluated using anonymous student questionnaires.

3. 5. Pace of study and student's duties. Study requirements, including admission to the following semester, trimester or year of study, and prerequisites for particular courses or modules

In the three years of the degree program students are required to accumulate 180 ECTS credits, combining courses and other activities, as laid down in the program.

The first year

In the first year of the degree program, students are required to accumulate 60 ECTS credits by completing two compulsory modules (a maximum of 30 ECTS credits) and one elective module (a maximum of 15 ECTS credits). Given that the compulsory courses are methodological in character, teaching methods will include lectures and seminars, working in small groups, literature discussion groups and exercises, depending on the prior knowledge and the students' needs. The remaining courses will for the most part be taught as various individual and interactive teaching forms, discussions and peer learning, and only partly as lectures. In order to be admitted to the following semester, students are required to accumulate at least 30 ECTS credits.

Students are required to choose their advisor by the end of the first semester. The choice depends on their research interests and the availability of lecturers. Any university lecturer of psychology teaching at any postgraduate degree program in psychology can act as advisor. Upon appointment of the advisor, a three-member board to supervise the student's progress is also appointed. The Supervisory Board is made up of lecturers teaching at the Doctoral Degree Program and/or researchers from other institutions, whose research is closely connected with the student's research interests, and who are available for tutorials.

At the end of the first year the student is required to draw up an individual study program, developed in cooperation with the advisor and the Supervisory Board. Individual study programs are subject to approval by the Council of the Postgraduate Degree Programs.

Other requirements for the first year of study are the following:

- Write a seminar paper – review article in the field of the doctoral dissertation (written to the standard of being published in a journal, 2 ECTS credits)
- Individual tutorials with the advisor, at least 15 hours (3 ECTS credits),
- Students accumulate the remaining credits (10 ECTS credits) through other activities (by taking additional elective courses or in other ways)

The second year

In the second year students are also required to accumulate 60 ECTS credits. Thirty ECTS credits shall be accumulated by completing 2 elective modules (entire modules or their parts), as described in the individual programs, or as recommended by the advisor and the Supervisory Board. Students may take more than 2 modules, but they may not accumulate more than an additional 10 ECTS credits in this way.

Other requirements for the second year of study are the following:

- Write a seminar paper on the methodology of the field covered by the dissertation (by the end of the 3rd semester) (2 ECTS credits)
- Draw up a research plan (prior to enrollment in the 4th semester) (2 ECTS credits)
- Present the research plan to peers and defend it before a board of referees (during the 4th semester) (2 ECTS credits)
- Individual tutorials with the advisor, at least 15 hours (3 ECTS credits)

- Students may accumulate the remaining credits (21 ECTS credits) through other elective activities, in accordance with their individual study program (by taking additional elective courses – a maximum of 10 ECTS credits – or in other ways)

The third year

In the third year of the degree program students are also required to accumulate 60 ECTS credits. In this year of study, students are expected to accumulate the majority of credits allocated for the dissertation (45 ECTS credits). Students may accumulate the remaining 15 ECTS credits through elective activities, and in accordance with their individual study programs.

During the 5th semester students are required to submit their doctoral dissertation proposal to the advisor and the members of the Supervisory Board. The proposal is subject to approval by the Council of the Postgraduate Degree Programs in Psychology and subject to endorsement by the Faculty Council.

During the 5th semester students are required to take the examination in the methodology of their doctoral research subspecialization (doctoral examination) (4 ECTS credits), which is administered by the Supervisory Board.

In the third year of the degree program students may not earn more than 5 additional ECTS credits by taking additional courses. Intensive individual tutorials with the advisor or members of the Supervisory Board are expected (no less than 3 ECTS credits), at least one presentation of dissertation-related research to the Supervisory Board and to other students (2 ECTS credits). Submission and defense of the doctoral dissertation is subject to approval by the advisor and the Supervisory Board.

3. 6. Academic guidance, selection of applicants, responsibilities of counselors, dissertation advisors, and doctoral candidates

Students are required to choose their advisor by the end of the first semester. The choice depends on their research interests and the availability of lecturers. Any university lecturer of psychology teaching at any postgraduate degree program in psychology can act as advisor. Upon appointment of the advisor, a three-member board to supervise the student's progress is also appointed. The Supervisory Board is made up of lecturers teaching at the Doctoral Degree Program and/or researchers from other institutions, whose research is closely connected with the student's research interests, and who are available for tutorials.

At the end of the first year the student is required to draw up an individual study program, developed in cooperation with the advisor and the Supervisory Board. Individual study programs are subject to approval by the Council of the Postgraduate Degree Programs.

3. 7. List of courses and/or modules from other doctoral degree programs and specialist study programs

Students can accumulate a maximum of 15 ECTS credits by taking courses/modules from other doctoral degree programs or postgraduate specialist study programs in Croatia and abroad. For each course to be taken, a written request shall be submitted to the advisor. The request shall include the course contents, a justification detailing how the course will contribute to the completion of the student's individual program, and the student's duties. Upon consultation with the Supervisory Board, the advisor shall grant or refuse the request, and, if applicable, decide on the equivalence of ECTS credits based on the student workload, and shall submit a report to the Council of the Postgraduate Degree Programs.

3. 8. List of courses and/or modules that can be taught in a foreign language (specifying the language)

In principle, all of the proposed doctoral degree program courses can be taught in English. The decision to teach a particular course in English is made by the Council of the Postgraduate Degree Programs, based on the enrollment of candidates who cannot take classes in Croatian.

3. 9. Criteria and conditions of transfer of ECTS credits – allocating credits to courses that can be taken at other degree programs at the proposer’s university or other universities

Students may accumulate a maximum of 15 ECTS credits by taking courses/modules at other doctoral degree programs or specialist study programs in Croatia and abroad. For each course to be taken, a written request shall be submitted to the advisor. The request shall include the course contents, a justification detailing how the course will contribute to the completion of the student’s individual program, and the student’s duties. Upon consultation with the Supervisory Board, the advisor shall grant or refuse the request, and, if applicable, decide on the equivalence of ECTS credits based on the student workload, and shall submit a report to the Council of the Postgraduate Degree Programs.

3.10. Degree program completion and prerequisites for the submission of the dissertation proposal. Dissertation proposal approval procedure. Dissertation defense prerequisites and procedure.

The process of approving the doctoral dissertation proposal starts in the 4th semester, when the student is required to draw up a research plan of the doctoral dissertation and present and defend it before a board during the 4th semester. Upon a successful defense of the research plan, the student shall draw up a doctoral dissertation proposal, which is reviewed by the advisor and the members of the Supervisory Board. Once they accept the proposal, it is subject to approval by the Council of the Postgraduate Degree Programs and by the Faculty Council. The advisor and the Supervisory Board report to the Council of the Postgraduate Degree Programs with regard to the student’s fulfillment of requirements to submit and defend the doctoral dissertation (fulfillment of all requirements in the doctoral program).

The defense of the doctoral dissertation shall be public, and shall be completed before the members of the Board of Referees appointed to evaluate the defense of the doctoral dissertation. The members serving on the Board of Referees may but do not necessarily have to be the same as the members serving on the Supervisory Board. The members of the Board of Referees are appointed after the submission of the doctoral dissertation. The dissertation shall be submitted in (at least) three unbound copies. If the Board of Referees consists of more than three members, the dissertation is submitted in the corresponding number of copies. The advisor may not be the Head of the Board of Referees, but must be its member. The dissertation is evaluated in writing, and the report is subject to approval by the Council of the Postgraduate Degree Programs in Psychology and the Faculty Council. Upon approval of the dissertation evaluation, the student shall publicly defend the dissertation. The Board of Referees shall decide whether the student has successfully completed his/her doctoral work. The doctoral dissertation defense can be repeated only once.

3. 11. Conditions under which students who have suspended their studies or ceased to be eligible to continue their studies in a particular postgraduate program can resume their studies

Students who have suspended their studies may apply to the Council of the Postgraduate Degree Programs in Psychology, which shall, based on the requirements that the student has fulfilled while studying, set out the conditions for the student to fulfill in order to continue his/her studies. The student who has suspended his/her studies can continue studying based on the same program if no more than five years have elapsed since the suspension. If the period is longer than five years, the student may be given additional examinations to complete or may be required to reapply.

3. 12. Conditions under which students are entitled to a certificate of completion of part of the doctoral degree program, as part of lifelong education

Upon completion of a part of the program (fulfilling requirements of a complete module and/or a single course) the student is entitled to a certificate of completion of part of the program and accumulated ECTS credits. The certificate is issued at the student's request. As a matter of course, the fulfilled requirements of the program and the accumulated ECTS credits are recorded in the student's index, and, upon completion of the program, in the doctoral diploma supplement.

3. 13. Conditions of enrollment in the postgraduate program without doing coursework

In exceptional cases, an applicant may obtain a doctoral degree in psychology by enrolling in the Doctoral Degree Program in Psychology and writing a doctoral dissertation without taking classes and examinations. Pursuant to Article 73 Paragraph 3 of the Scientific Activity and Higher Education Act, a person who has achieved significant results in science, which correspond to the requirements of being appointed to a particular scientific position, can be conferred the title of a Doctor of Philosophy. Applicants who wish to submit a doctoral dissertation proposal in such a way shall apply to the Council of the Postgraduate Degree Programs, and present evidence confirming they meet the requirements prescribed in Article 73 of the Scientific Activity and Higher Education Act.

3. 14. The maximum length of study

In accordance with the recommendation of the Rector's Collegium, the maximum length of study in the doctoral degree program is four years for full time students, and seven years for part time students.

4. STUDY CONDITIONS

4. 1. Facilities

The Doctoral Degree Program in Psychology shall be carried out at the Department of Psychology, University of Zagreb Faculty of Humanities and Social Sciences. Elective parts of the program chosen by the student (e.g., courses from other postgraduate programs, study leaves specified in the student's individual plan etc.) shall be carried out in the institutions which offer them.

4. 2. Details of research facilities, equipment, and human resources

The institution conducting the Doctoral Degree Program in Psychology is the Department of Psychology, which is an organizational unit of the University of Zagreb Faculty of Humanities and Social Sciences. The Department of Psychology is the oldest and the largest psychological education and research institution in Croatia, and one of the largest institutions in the region. The Department's facilities include 18 instructors' offices, an experimental laboratory, and a sound proof room with a two-way mirror. The Department of Psychology Library holds 10,000 volumes, and is continually kept up to date. The Library also has some 200 journals, and 305 doctoral dissertations and master's theses. All of the instructors' offices and the experimental laboratory have computers and internet access. The Department may use the Faculty's Computer Room to conduct classes.

The Department of Psychology has 40 members, 21 of whom hold academic appointments. All module coordinators are instructors at the Department of Psychology, University of Zagreb Faculty of Humanities and Social Sciences. There are seven other lecturers, four of whom are members of the Department of Psychology in Rijeka, one a member of the Department of Psychology at the University of Zadar, one a member of the Faculty of Education and Rehabilitation Sciences, and one a member of the Institute for Social Research in Zagreb.

4. 3. The list of research and development projects which are the basis of the doctoral program

Course coordinators and instructors at the Doctoral Degree Program of the Department of Psychology of the University of Zagreb Faculty of Humanities and Social Sciences are the principal researchers or collaborators at many domestic and international projects.

Projects financed by the Ministry of Science, Education and Sports of the Republic of Croatia in the period from 2002 to 2006

Psychosocial aspects of social community reconstruction (project coordinator: Full Professor Dean Ajduković)

Genetic and environmental contribution to the personality development (project coordinator: Associate Professor Denis Bratko)

Emotional intelligence and processes in a stressful transaction (project coordinator: Assistant Professor Vesna Buško)

The influence of the stimuli context on sensory, perceptive and motoric processes (project coordinator: Full Professor Vladimir Kolesarić)

Determiners of parental behavior (project coordinator: Senior Lecturer Goranka Lugomer Armano, Ph.D.)

Human potential in changing labor market (project coordinator: Full Professor Branimir Šverko)

Biopsychosocial determinants of experience and behavior in health and disease (project coordinator: Associate Professor Meri Tadinac)

Cognitive and socio-emotional factors of mathematic learning (project coordinator: Associate Professor Vesna Vlahović-Štetić)

Cybernetic personality modeling (project coordinator: Full Professor Predrag Zarevski)

In the new project cycle of the Ministry of Science, Education and Sports in 2006 the Department of Psychology has submitted proposals for 4 programs and 14 projects.

Technological project of the Center for Psychodiagnostic Instruments of the Department of Psychology

Construction, development and standardization of psychological instruments (project coordinator: Full Professor Vladimir Kolesarić)

International projects

Components, organization, costs and outcomes of health care and community based interventions for people with post-traumatic stress following war and conflict in the Balkans (2004-2007; in cooperation with the European Commission; project coordinator for Croatia Full Professor Dean Ajduković)

Transition to adulthood and collective experiences survey (2005-2008; project in cooperation with the University of Lausanne, Switzerland; project coordinator for Croatia Associate Professor Dinka Čorkalo Biruški)

4. 4. Institutional management of the doctoral program

The Council of the Postgraduate Degree Programs in Psychology, University of Zagreb Faculty of Humanities and Social Sciences, and Degree Program coordinator Associate Professor Dinka Čorkalo Biruški are in charge of planning and conducting the Doctoral Degree Program in Psychology. The Council of the Postgraduate Degree Programs of the University of Zagreb Faculty of Humanities and Social Sciences is in charge of the procedure of the approval of a doctoral dissertation proposal and of conferring the title of Doctor of Science, pursuant to the Statute of the University of Zagreb and the Faculty of Humanities and Social Sciences. Doctoral diplomas are awarded by the University of Zagreb.

4. 5. Elements of contract between students and doctoral degree program representatives and/or collaborating institutions; including accumulation of ECTS credit points, carrying out research, defending the doctoral dissertation, and participating in compulsory and elective activities

The contracts between students and the doctoral degree program representatives shall be drawn up pursuant to the regulations of the Faculty of Humanities and Social Sciences, University of Zagreb and the Ministry of Science, Education and Sports of the Republic of Croatia. The student shall enter into contract only with the doctoral degree program representative, who shall make all the arrangements necessary to carry out the doctoral student's individual program.

4. 6. Names of instructors and collaborators teaching and coordinating each of the courses at the outset of the degree program

Dean Ajduković, Ph.D.

Full Professor

University of Zagreb Faculty of Humanities and Social Sciences, Department of Psychology
dajdukov@ffzg.hr

Appointed Full Professor (tenure): 1999

Biography

Dean Ajduković, Ph.D., is Full Professor of Psychology at the Department of Psychology, University of Zagreb, Croatia. He was awarded his Ph.D. in Psychology from the University of Zagreb in 1982. In the undergraduate and graduate degree programs he teaches courses in *Nonexperimental psychology methods*, *Interpersonal and intragroup relations*, *Social identity and integroup relations* and *Environmental psychology*. He has supervised a number of graduating theses, master's theses and doctoral dissertations. Between 1990 and 2005 he was coordinator of the Postgraduate Degree Program in Psychology at the Department of Psychology. He also teaches at three other postgraduate degree programs at the University of Zagreb. He has published 95 research papers and presented at major international conferences and has extensive experience in working with victims of war, community-oriented mental health programs and research on social reconstruction of communities affected by organized violence. He was invited lecturer at a number of European and U.S. centers of professional excellence. The books that he edited were published in Croatian, English, Macedonian, Russian and Albanian. In addition to doing training in Croatia, during the past 10 years he has trained care-providers and provided consultancy in Bosnia Herzegovina, Macedonia, Norway, Sweden, Denmark, Georgia, Azerbaijan, Albania, Austria, Slovenia, Russia, Kosovo and Serbia. He often serves on expert groups on community mental health, trauma, health and human rights, refugee issues, children and youth violence, psychosocial program development and evaluation, and NGO strengthening, and is a reviewer for national and international professional journals.

Dr Ajduković is a member of a number of professional associations including Croatian Psychological Association, American Psychological Association (Foreign Affiliate), International Association of Applied Psychology, International Society for Health and Human Rights (Council Member, since 2000) and International Society for Traumatic Stress Studies (ISTSS). He was the president of the European Society for Traumatic Stress Studies (ESTSS, 2003-2005), board member (1997-2007) and is the president of the Society for Psychological Assistance based in Zagreb.

List of works published in the past five years

Books

- Ajduković, D. (2001). *Needs and protection of children in Croatia: A decade review*. Zagreb: Ministry of Labour and Social Welfare.
- Ajduković, D. (Ur.) (2003). *Socijalna rekonstrukcija zajednice: Psihološki procesi, rješavanje sukoba i socijalna akcija*. Zagreb: Društvo za psihološku pomoć.

Papers in journals and books

- Ajduković, D., & Ajduković, M. (2003). Systemic approaches to early interventions in a community affected by organized violence. In R. Ørner & U. Schnyder (Eds.), *Reconstructing early interventions after trauma* (pp. 82-92). Oxford: Oxford University Press.
- Ajduković, D. (2003). Socijalna rekonstrukcija zajednice. U D. Ajduković (Ur.), *Socijalna rekonstrukcija zajednice: Psihološki procesi, rješavanje sukoba i socijalna akcija* (str. 11-39). Zagreb: Društvo za psihološku pomoć.
- Čorkalo, D. i Ajduković, D. (2003). Uloga škole u poslijeratnoj socijalnoj rekonstrukciji zajednice. *Dijete i društvo*, 5(2-3), 219-233.
- Ajduković, D., & Čorkalo, D. (2004). Trust and Betrayal in War. In E. Stover & H. Weinstein (Eds.), *My neighbor, my enemy: Justice and community in the aftermath of mass atrocity* (pp. 287-302). Cambridge University Press.
- Biro, M., Ajduković, D., Čorkalo, D., Djipa, D., Milin, P., & Weinstein, H. (2004). Attitudes

towards Justice and Social Reconstruction in Bosnia and Herzegovina and Croatia. In E. Stover & H. Weinstein (Eds.), *My neighbor, my enemy: Justice and community in the aftermath of mass atrocity*. (pp. 183-205). Cambridge University Press.

- Čorkalo, D., Ajduković, D., Weinstein, H., Stover, E., Djipa, D., & Biro, M. (2004). Neighbors again? Inter-Community Relations after Ethnic Violence. In E. Stover & H. Weinstein (Eds.), *My neighbor, my enemy: Justice and community in the aftermath of mass atrocity*. (pp. 143-161). Cambridge University Press.
- Freedman, S., Čorkalo, D., Levy, N., Abazovic, D., Leebaw, B., Ajduković, D., Djipa, D., & Weinstein, H. (2004). Public Education and Social Reconstruction in Bosnia and Herzegovina and Croatia. In E. Stover & H. Weinstein (Eds.), *My neighbor, my enemy: Justice and community in the aftermath of mass atrocity*. (pp. 226-247). Cambridge University Press.
- Ajduković, D. i Čorkalo, D. (2004). *Socijalni kontekst kao izazov za "Novu vukovarsku školu"* (str. 23-32). Vukovar: Europski dom Vukovar.
- Ajduković, D. (2004). Social contexts of traumatization and healing. *Medicine, Conflict and Survival*, 20(2), 120-135.
- Štulhofer, A., Dokmanović, M., Ajduković, D., Božičević, I. i Kufrin, K. (2005). Seksualnost mladih u Hrvatskoj: simboličke i bihevioralne promjene u razdoblju od 1972. do 2005. *Pedagogijska istraživanja i teme* 2(2), 327-342.
- Štulhofer, A., Ajduković, D., Božičević, I. i Kufrin, K. (2006). *HIV/AIDS i mladi - Hrvatska 2005: Informiranost o HIV/AIDS-u, stavovi i seksualno ponašanje u nacionalnom uzorku mladeži*. Zagreb: Ministarstvo zdravstva i socijalne skrbi i Hrvatski zavod za javno zdravstvo.

Works that qualify the lecturer to teach in the degree program

- Ajduković, D. i Bistrović, E. (1987). Prilog grafičkoj metodi istraživanja kognitivnih prostornih mapa. *Revija za psihologiju*, 17, 67-80.
- Ajduković, D. (1988). A contribution to the methodology of personal space research. *Psychologische Beiträge*, 30, 198-208.
- Ajduković, D., Kljaić, S., Prišlin, R. i Szabo, S. (1989). Utjecaj kompozicije i intenziteta tvrdnji na skale stavova konstruirane metodom procjena veličina. *Primijenjena psihologija*, 10, 269-277.
- Ajduković, D. (1990). Psychosocial climate in correctional institutions: Which attributes describe it? *Environment & Behavior*, 22, 420-432.
- Ajduković, D., & Ajduković, M. (1991). University students and AIDS: Knowledge, attitudes and behavioral adjustment. *Psychological Reports*, 69, 203-210.
- Ajduković, D. i Čorkalo, D. (1992). Empirijsko utvrđivanje simbola grada. *Socijalna ekologija*, 1, 309-320.
- Ajduković, D., Ajduković, M., & Prišlin, R. (1992). Predicting AIDS-induced behavioral change in the general population of young people. *Journal of Applied Social Psychology*, 22, 1776-1795.
- Ajduković, D. (Ur.) (2003). *Socijalna rekonstrukcija zajednice: Psihološki procesi, rješavanje sukoba i socijalna akcija*. Zagreb: Društvo za psihološku pomoć.
- Ajduković, D., & Čorkalo, D. (2004). Trust and Betrayal in War. In E. Stover & H. Weinstein (Eds.), *My neighbor, my enemy: Justice and community in the aftermath of mass atrocity* (pp. 287-302). Cambridge University Press.
- Ajduković, D. (2004). Social contexts of traumatization and healing. *Medicine, Conflict and Survival*, 20(2), 120-135.

Denis Bratko, Ph.D.

Associate Professor

Faculty of Humanities and Social Sciences, University of Zagreb, Department of Psychology
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Appointed Associate Professor: May 17, 2004.

Biography

Denis Bratko was born in 1966 in Zagreb. He completed his primary and secondary education in Varaždin. He enrolled in the psychology undergraduate degree program in 1986 at the Department of Psychology, Faculty of Humanities and Social Sciences, and was awarded a B.A. in 1990, (B.A. thesis entitled *Effect of demand characteristics of the experimental procedure on the estimate of the term "aggression"*). In 1990 he enrolled in the graduate degree program at the Department of Psychology. He defended his M.A. thesis entitled *Behavioral-genetic analysis of verbal and spatial abilities: A twin study* in 1993, and his Ph.D. thesis entitled *Genetic and environmental contribution to individual differences in personality: A longitudinal study of twins* in 1997.

He attended two summer schools: *Psychological summer school of students and teachers from the Department of Psychology* that was held in Mali Lošinj in 1989 and *Summer school of the European Association of Personality Psychology* that took place in Brno in 1993. He was the director of the summer school *Psychological summer school of students and teachers from the Department of Psychology* that took place on the Island of Vis in 1999. After completing undergraduate studies, he was employed as Junior Research Assistant at the Department of Psychology, Faculty of Humanities and Social Sciences where he still works today. He was appointed Research Assistant in 1994, Senior Research Assistant in 1998, Assistant Professor in 1999 and Associate Professor in 2004.

He is a member of the following professional organizations: Croatian Psychological Association, European Association for Research on Adolescence and European Association for Personality Psychology, where he served as a member of the Executive Committee.

He co-organized three national and seven international scientific conferences. He has been a referee for a number of papers in national and international journal such as *European Journal of Personality*, *Personality and Individual Differences*, *Perceptual and Motor Skills*, *Review of Psychology*, *Suvremena psihologija*, etc.

List of works published in the past five years

- Bratko, D. (2001). *Psihologija - udžbenik*. Zagreb: Profil International.
- Bratko, D., Galešić, M. i Butković, A. (2001). 15. *Psihologijski skup "Dani Ramira Bujasa". Sažeci prioćenja (Abstracts)*. Zagreb: Odsjek za psihologiju Filozofskog fakulteta u Zagrebu.
- Bratko, D. (2002). Što potiče agresivnost kod djece? Zagreb: *Profil akademija*, 1(1), 12-14.
- Bratko, D., & Barušić-Meglaj, T. (2002). Functional asymmetries of hemispheres and perception of odours. *Studia Psychologica*, 44(4), 295-303.
- Bratko, D. (2002). Teoretski i metodološki problemi pri istraživanju kontinuiteta i promjena ličnosti. *Društvena istraživanja*, 4-5(60-61), 603-622.
- Bratko, D. (2002). Kontinuitet i promjene ličnosti od adolescencije do rane odraslosti: rezultati longitudinalnog istraživanja. *Društvena istraživanja*, 4-5(60-61), 623-640.
- Zarevski, P., Bratko, D., Lazić, A., & Butković, A. (2002). Self-reports and peer-assessments of shyness and assertiveness. *Review of Psychology*, 9(1-2), 13-16.
- Bratko, D., Vukosav, Ž., Zarevski, P., & Vranić, A. (2002). Relations between shyness and assertiveness traits with the dimensions of the five-factor model. *Review of psychology*, 9(1-2), 17-23.
- Bratko, D., & Butković, A. (2003). Family study of sensation seeking. *Personality and individual differences*, 35(7), 1559-1570.
- Butković, A., & Bratko, D. (2003). Generation and sex differences in sensation seeking: Results of family study. *Perceptual and Motor Skills*, 97, 965-970.
- Jolijn, H.A.A.J., Perugini, M., Angleitner, A., Ostendorf, F., Johnson, J.A., De Fruyt, F., Hřebíčková, M., Murakami, T., Bratko, D., Conner, M., Nagy, J., Nussbaum, S., Rodríguez-Fornells, A., & Ruisel, I. (2003). The Five-Factor Personality Inventory: Cross-Cultural

- Generalizability across 13 Countries. *European Journal of Personality*, 17(5), 347-373.
- Fulgosi, A., Bratko, D., Ljubotina, D., & Fulgosi-Masnjak, R. (2003). An informational analysis of reaction times to different intensities of light. *Studia Psychologica*, 45, 285-294.
 - Bratko, D. i Maslić-Seršić, D. (2003). 16. *Psihologijski skup "Dani Ramira Bujasa". Sažeci priroćenja (Abstracts)*. Zagreb: Odsjek za psihologiju Filozofskog fakulteta u Zagrebu.
 - Bratko, D. i Butković, A. (2004). Pet velikih faktora ličnosti i predviđanje traženja uzbuđenja kod adolescenata i njihovih roditelja. *Suvremena psihologija*, 7(1), 65-76.
 - Marušić, I. i Bratko, D. (2004). *Prijevod, adaptacija i validacija NEO-PI-R upitnika ličnosti*. Jastrebarsko: Naklada "Slap".
 - Bosnjak, M., Bratko, D.; Galešić, M., & Tuten, T. (Eds.) (2005). *Consumer Personality and Research (Abstracts book)*. Dubrovnik, Croatia.
 - McCrae, R.R., Terraciano, A., Bratko, D., Marušić, I., et al. (2005). Universal Features of Personality Traits from the Observer's Perspective: Data from 50 Cultures. *Journal of Personality and Social Psychology*, 88(3), 547-561.
 - McCrae, R.R., Terraciano, A., Bratko, D., Marušić, I., et al. (2005). Personality Profiles of Cultures: Aggregate Personality Traits. *Journal of Personality and Social Psychology*, 89, 405-427.
 - Ferenčić, J., Keresteš, G. i Bratko, D. (2005). Roditeljske implicitne teorije dječje inteligencije: razlike u funkciji spola i obrazovanja roditelja. *Suvremena psihologija*, 8(2), 147-161.
 - McCrae, R.R., Terraciano, A., Bratko, D., Marušić, I., et al. (2005). National character does not reflect mean personality trait levels in 49 cultures. *Science*, 310, 96-100.

Works that qualify the lecturer to teach in the degree program

- Bratko, D., & Žužul, M. (1994). Genetic and environmental contribution to the individual differences in aggressiveness: Exploring some nonshared environmental factors. In B. De Raad, W.K.B. Hofstee & G.L. Van Heck: *Personality in Europe*, Vol. 5, 133-137.
- Bratko, D. (1996). Twin study of verbal and spatial abilities. *Personality and Individual Differences*, 2(4), 621-624.
- Bratko, D. (1996). The genetic and environmental correlation between verbal and spatial intelligence. *Review of Psychology*, 3(1-2), 37-46.
- Bratko, D., & Marušić, I. (1997). Family Study of Big Five Personality Dimensions. *Personality and Individual Differences*, 23(3), 365-369.
- McCrae, R.R., Costa, P.T.Jr., Ostendorf, F., Angleitner, A., Caprara, G.V., Barbaranelli, C., Pedrosa de Lima, M., Simoes, A., Marušić, I., Bratko, D., & Chae, J. (1999). Age Differences in Personality Across the Adult Life Span: Parallels in Five Cultures. *Developmental Psychology*, 35(2), 466-477.
- Bratko, D. (2002). Teoretski i metodološki problemi pri istraživanju kontinuiteta i promjena ličnosti. *Društvena istraživanja*, 4-5(60-61), 603-622.
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Vesna Buško, Ph.D.

Assistant Professor

University of Zagreb Faculty of Humanities and Social Sciences, Department of Psychology

vesna.busko@ffzg.hr

Appointed Assistant Professor: December 9, 2002.

Biography

Vesna Buško was born on August 5, 1964 in Dubrovnik, Croatia. She graduated in Psychology from the Department of Psychology, University of Zagreb in 1990, and was employed as a Junior Research Assistant at the Department in 1992, where she still works today. In 1995 she defended her master's thesis entitled *Interactional approach to the analysis of offenders' behavior and adjustment in institutional settings*, and in 2000 she defended her doctoral dissertation entitled *The processes of coping and continuous exposure to stressors*. She was appointed Research Assistant in 1995, Senior Research Assistant in 2000, and Assistant Professor at the Chair of Psychometrics, Department of Psychology in 2002.

Dr. Buško teaches several undergraduate courses at the Department of Psychology: *Psychometrics*, *Applied multivariate methods*, *Treatment evaluation*, and *Introduction to applied psychology*. She is the course coordinator and lecturer of the course *Psychometric theory and methods* offered at the Postgraduate Degree Programs in Psychology. She has also taught at the Postgraduate Degree Program in Kinesiology. She organized one undergraduate and two graduate international psychological summer-schools.

Dr. Buško has collaborated on six domestic and two international research projects. She has participated in over ten international scientific seminars and workshops in the area of psychometrics and multivariate methodology. In 2002 she was on study leave at the Department of Methodology and Evaluation of the Friedrich Schiller University of Jena, and at the Department of Psychology, Freie Universität, Berlin. She is currently one of the coordinators of the international project between the University of Zagreb and Humboldt University, Berlin.

She was a member of program and/or organizing committees of several international and domestic psychological conferences: *4th Alps-Adria Psychology Symposium*, *13.*, *14.*, *15.* & *17. Ramiro Bujas Days*, *4th and 5th Annual Conference of Croatian Psychologists*, *24th Conference of the Society of Multivariate Analysis in Behavioral Sciences*.

Dr. Buško is the editor of *Review of Psychology*, the international journal of the Croatian Psychological Association. She is a full member of the Croatian Psychological Association (CPA), Society for Psychological Assistance (SPA), International Association of Applied Psychology (IAAP), European Association of Psychological Assessment (EAPA), and a founding member of the European Association of Methodology (EAM).

List of works published in the past five years

- Buško, V., & Kulenović, A. (2001). Coping with stress during military basic training. *Changing Mission for the 21st Century: Proceedings of the 36th IAMPS* (pp. 63-68). Zagreb: MORH.
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Works that qualify the lecturer to teach in the degree program

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Dinka Čorkalo Biruški, Ph.D.

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Appointed Associate Professor: May 18, 2005.

Biography

Dr. Čorkalo Biruški was born in 1966 in Vinkovci, Croatia. She was awarded her B.A. in 1990, her M.A. in 1993, and her Ph.D. in 1997 from the Department of Psychology, University of Zagreb. She has been employed at the Department of Psychology, University of Zagreb since 1990. She was appointed Research Assistant in 1994, Senior Research Assistant in 1998, Assistant Professor in 2000, and Associate Professor of Psychology in 2005.

Dr. Čorkalo Biruški continued her education and professional development: in Oslo, Norway (June-August 1992); in Poland (July-August 1994; EAESP summer school) in Philadelphia, USA (June-August 1999, University of Pennsylvania,).

In 2003/2004 she was Fulbright Visiting Scholar at the University of Massachusetts Amherst, USA.

Dr. Čorkalo Biruški teaches courses in *Experimental psychology*, *Psychology of persuasion and propaganda* and *Psychology as a science and a profession* for Psychology students. She also teaches *Introduction to applied psychology* for Social Science majors and *Environmental psychology* for Design majors. Furthermore, she teaches selected topics in social psychology for graduate students of psychology.

She has supervised twenty or so graduate theses and is currently supervising three master's theses.

She was the Deputy Coordinator of the Postgraduate Degree Program in Psychology at the Department of Psychology, Faculty of Humanities and Social Sciences from 2001-2004, and in 2005 she was appointed the Coordinator of the new Doctoral Degree Program in Psychology at the same Department.

She has participated in numerous national and international projects. She was co-director of the International Summer School of Psychology Teachers and Students in 1999, co-director of the Seminar Program for Encouraging Interethnic Tolerance and Reconciliation in 1999, co-author of the seminar program Community Social Reconstruction, Conflict Management and Mental Health in 2003.

Dr. Čorkalo Biruški has been a member of organizational and program committees of various national and international conferences. She is a member of the Croatian Psychological Association, European Association for Experimental Social Psychology and a founding member of the Society for Psychological Assistance. She co-edited a book and published thirty or so research and professional papers.

She has participated in numerous national and international conferences, and as an invited speaker at conferences in Israel, Austria and the USA.

List of works published in the past five years

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- Čorkalo, D. (2004). From the laboratory to the field, from senses to social change: Development and perspectives of Croatian psychology. *Psychology Science*, 46, Supplement I, 37-46.
- Ajduković, D. i Čorkalo, D. (2004). Socijalni kontekst kao izazov za “Novu vukovarsku školu”. *Okrugli stol o školovanju u Vukovaru “Vukovarska nova škola”* (str. 23-32). Vukovar: Europski dom Vukovar.
- Tonković, M. i Čorkalo, D. (2005). Raspoloženje kao determinanta promjene stava. (Mood as a determinant of attitude change). *Društvena istraživanja*, 7, 509-529.

Works that qualify the lecturer to teach in the degree program

- Čorkalo, D. i Kamenov, Ž. (1999). *Nacionalni identitet i međunacionalna tolerancija. Izvještaj sa VIII. ljetne psihologijske škole*. Zagreb: Odsjek za psihologiju Filozofskog fakulteta u Zagrebu i Klub studenata Filozofskog fakulteta u Zagrebu.
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Dragutin Ivanec, Ph.D.

Assistant Professor

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Appointed Assistant Professor: May 11, 2005.

Biography

Dr. Ivanec was born in 1965 in Kladare. He graduated from secondary school in Virovitica. In 1989 he graduated in Psychology from the Department of Psychology, University of Zagreb Faculty of Humanities and Social Sciences, where he has been employed since 1990. He obtained his M.A. in 1994, and his Ph.D. in 2002 from the same Department. He was appointed Senior Research Assistant in 2002 at the Chair of Experimental Psychology, where he teaches courses in *Psychological practicum 1* and 2, and seminars in *Statistics in psychology*. Since the academic year 2002/2003 he has taught the elective course in *Psychology of pain*. He was appointed Assistant Professor on May 11, 2005.

He taught at several faculties and colleges: at *Health School* participated in teaching *Psychology of pain* and *Stress, health and illness* for medicine students. He taught *Statistics in psychology* at the Department of Psychology – Faculty of Philosophy in Sarajevo, and since 1998 he has been teaching the course *Statistics at School for Work Safety*.

Dr. Ivanec published seven research papers, two professional papers and four chapters in books in the field of health psychology. He participated in twenty international and national conferences. His research interests include sensory psychology (the role of stimuli context on stimuli intensity and reaction time) and the psychology of pain (where he launched an initiative to develop methodology and an apparatus for experimental research).

Dr. Ivanec was the secretary of the *Review of Psychology* from 1990 to 2003, and has been the member of the editorial board of the same journal since 2005. He was a member of the organizational board of the international biannual psychological scientific meeting *Ramiro Bujas' Days* until 2003. He directed two national and one international summer school. He is a member of Croatian Psychological Association, International Society for Psychophysics and Croatian Neuroscience Association.

List of works published in the past five years

- Lovretić, M., Koren, I., Kolesarić, V. i Ivanec, D. (2001). *Rezultati praćenja darovitih osoba*. Zagreb: Hrvatski zavod za zapošljavanje.
- Ivanec, D., Babić, D., & Komljenović, M. (2003). Painful and non-painful stimuli range as a base of context effect. *Review of Psychology*, 10(1), 23-30.
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Works that qualify the lecturer to teach in the degree program

- Ivanec, D., i Lučanin, D. (1988). Mjerenje boli. U Havelka, M. (Ur.), *Zdravstvena psihologija* (str. 171-185). Jastrebarsko: "Naklada Slap".
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Željko Jerneić, Ph.D.

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Appointed Associate Professor: December 8, 2003.

Biography

Željko Jerneić was born in Zagreb on November 26, 1955. He obtained his B.A. in Psychology from the University of Zagreb Faculty of Humanities and Social Sciences in 1980, his M.A. in 1988 and his Ph.D. in 1997. He has been employed at the Faculty of Humanities and Social Sciences since 1978, first as a laboratory technician, and as Research Assistant from 1982. He was appointed Assistant Professor in 1998 and Associate Professor in 2003. He participated in several research projects. Croatian Psychological Association awarded him with the Ramiro Bujas Psychological Award for his outstanding research work. Dr. Jerneić has participated in a many national and international conferences. As a fellow of the European Association of Work and Organizational Psychology he participated in the First European Summer School in Berlin. His research interests include investigation of abilities and selection process, motivation and attitudes toward work, mental workload and ergonomics. He is also active in professional organizations. He was the Secretary General of the Croatian Psychological Association and Croatian Ergonomics Society. He was also the President of the Organizational Committee of the *First annual conference of the Croatian Psychological Association*, the president of the Program and Organizational Committee of *Ramiro Bujas's Days* and the president of the Committee for Ramiro Bujas awards of the Croatian Psychological Association. He was a member of the Council of the Faculty of Humanities and Social Sciences and various other Faculty bodies in several terms. From 1986 to 1987 he was the president of the Financial Committee of the Faculty of Humanities and Social Sciences; from 2000 to 2004 he served as the Vice Dean for Organization and Finances, and is currently serving as the Vice Dean for Investments and Development. He is also a member of the Senate of the University of Zagreb, the Council for the Field of Social Sciences and Humanities, the Council for Capital Investments and Finances and the president of the Budget Committee of the University of Zagreb. Dr. Jerneić teaches courses in Psychological aspects of new technologies and Ergonomic psychology at the Faculty of Humanities and Social Sciences and Work Psychology at the Faculty of Architecture School of Design.

List of works published in the past five years

- Jerneić, Ž., & Šverko, B. (2001). Life-role changes in times of socioeconomic transition. *Review of Psychology*, 8, 41-48.
- Čulina Germošek, S. i Jerneić, Ž. (2003). Transformacijsko i transakcijsko vodstvo: povezanost s osobinama ličnosti. *Suvremena psihologija*, 6, 7-32.
- Jerneić, Ž. (2003). U potrazi za time-sharing sposobnošću: 25 godina ispitivanja individualnih razlika pri simultanom djelovanju. *Suvremena psihologija*, 6, 315-345.

Works that qualify the lecturer to teach in the degree program

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- Jerneiĉ, Ź. (1988). O sposobnosti za simultano djelovanje: pregled istraŹivanja. *Revija za psihologiju*, 18(1-2), 67-90.
- Źverko, B., Masliĉ, D., Jerneiĉ, Ź. i Kacian, N. (1992). Sustav uzbunjivanja graĊana: ergonomska analiza i prijedlog za poboljšanje. *Civilna zaštita*, 1, 105-116.
- Kulenoviĉ, A., Jerneiĉ, Ź. i Źverko, B. (1984). Individualne razlike u rezidualnom kapacitetu: struktura i relacije s nekim osobinama liĉnosti. *Zbornik radova "IV dani psihologije"* (str. 117-126). Zadar: Odsjek za psihologiju Filozofskog fakulteta u Zadru.
- Źverko, B. i Jerneiĉ, Ź. (Ur.) (1991). *Ergonomijski aspekti novih tehnologija*. Zagreb: Hrvatsko ergonomijsko društvo.
- Jerneiĉ, Ź. (1991). Kako povećati uspješnost operatera u zadacima simultanog djelovanja. U B. Źverko i Ź. Jerneiĉ (Ur.), *"Ergonomijski aspekti novih tehnologija"* (pp. 95-101). Zagreb: Hrvatsko ergonomijsko društvo.

Nataša Jokić-Begić, Ph.D.

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Appointed Associate Professor: April 25, 2006

Biography

Nataša Jokić-Begić was born in Plav, Montenegro on August 1, 1964. She completed her elementary and secondary education in Zagreb. In 1982, she enrolled in the psychology degree program at the University of Zagreb, and graduated in 1987. She completed her postgraduate degree in psychology from the same institution in 1994 (M.A. thesis entitled *Examination of the influence of vasopressin on the memory*; supervisor: Professor Silvija Szabo). In 2000 she defended her Ph.D. thesis entitled *Influences of cognitive functions on the clinical manifestations of post-traumatic stress syndrome*; supervisor: Professor Eduard Klain).

Dr. Jokić-Begić has been employed at the Rebro University Hospital in Zagreb since 1987; first at the Center for Medical Research, and since 1989 as a clinical psychologist at the Clinic for Psychological Medicine. In 2001 she was appointed Assistant Professor at the Chair for Health and Clinical Psychology, Department of Psychology, Faculty of Humanities and Social Sciences. She was appointed Associate Professor in 2006.

She has collaborated in various interdisciplinary researches on psychiatric disorders, mostly dealing with post traumatic stress disorder and psychosomatic illnesses. Her work on these topics has resulted in numerous research papers.

She has frequently and actively participated in many international and domestic professional and scientific conferences and has published over 50 papers.

She is a permanent court appointed expert for the field of psychology at the Municipal Court in Zagreb.

She teaches at the postgraduate program at the Medical School, University of Zagreb.

Dr. Jokić-Begić is a member of the Croatian Psychological Association, and its sections for Clinical and Forensic Psychology; the vice president of the Croatian Society for Cognitive-Behavioral Therapy; the founder and president of the Center for Clinical Psychology; the national representative in Stress and Anxiety Research Society (STAR).

She is a member of the Croatian Psychological Chamber and serves as a member of its Executive Board and the head of its Committee for Trainees.

List of works published in the past five years

Articles in journals

- Begić, D., Hotujac, Lj., & Jokić-Begić, N. (2001). Electroencephalographic comparison of veterans with combat-related posttraumatic stress disorder and health subjects. *International Journal of Psychophysiology*, 40, 167-172.
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- Begić, D., & Jokić-Begić, N. (2002). Violent behaviour and post-traumatic stress disorder. *Current Opinion in Psychiatry*, 15, 623-626.
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- Lauri-Korajlija, A., Jokić-Begić, N. i Kamenov, Ž. (2003). Koliko je za neuspjeh u studiju odgovoran perfekcionizam i negativni atribucijski stil. [The role of perfectionism and negative attributional style in study failure] *Socijalna psihijatrija*, 31, 191-197.
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- Jokić-Begić N (2005). Odnos inteligencije i intenziteta posttraumatskog stresnog poremećaja: retrospektivna studija na hrvatskim ratnim veteranima. [Relationship between intellectual abilities and posttraumatic stress disorder: a retrospective study in Croatian war veterans] *Socijalna psihijatrija*, 33(4), 173-183.
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Chapters in books (articles)

- Jokić-Begić, N. (2002). *Primjena MMPI-2 u dijagnostici PTSP-a [MMPI-2 in PTSD diagnostic procedure]*. Tematski tečaj “Suvremeni dijagnostički i terapijski postupci u liječenju posttraumatskog stresnog poremećaja”, Šibenik: Ministarstvo hrvatskih branitelja.
- Jokić-Begić, N. (2003). Samoopisne tehnike [Self-report assessment]. In M. Biro i W. Butollo (Ed.), *Klinička psihologija*. Novi Sad: Katedra za kliničku psihologiju Ludwig Maximilians Universität & Futura publikacije.
- Jokić-Begić, N., Vračić, I. i Koren, B. (2003). Temeljni pojmovi krizne psihologije [Basic concepts of crisis psychology]. In *Vojna psihologija*. Zagreb: MORH.
- Jokić-Begić N. (2006). Psihologijsko testiranje (metode psihologijske dijagnostike) [Psychological assessment] In Lj. Hotujac at al.: *Psihijatrija*, Zagreb, Medicinska naklada.

Works that qualify the lecturer to teach in the degree program

- Kulenović, M. i Jokić-Begić, N. (1992). Neke psihosocijalne karakteristike nezaposlenih [Psychosocial characteristics of unemployed persons]. *Socijalna psihijatrija*, 20, 169-173.
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Biography

Željka Kamenov was born on October 12, 1963 in Zagreb, where she completed her primary and secondary education. She graduated in Psychology in 1987 from the Department of Psychology, University of Zagreb Faculty of Humanities and Social Sciences. In 1988 she was employed by the same Department as a Research Assistant. In 1991 she completed her postgraduate studies and was awarded her M.A. in Psychology with the thesis entitled *Determinants of attribution for success and failure in high-school*. In 1998 she was awarded her Ph.D. in Psychology. Her doctoral dissertation was entitled *Social judgeability of attribution based on categorical information*. Since the end of 2001 she has worked as Assistant Professor at the Department of Psychology, University of Zagreb Faculty of Humanities and Social Sciences.

Dr. Kamenov teaches courses in Social Psychology for undergraduate students of psychology, sociology and criminalistics. Since 1998 she has taught social cognition courses at postgraduate degree programs in psychology, and courses on statistics and research methodology at postgraduate degree programs in glottodidactics. Since 2003 she has taught courses in methodology and research techniques in social sciences at postgraduate degree programs in social work. In addition to teaching in graduate and postgraduate degree programs, she has also supervised and directed research projects and workshops as part of psychological summer schools. Since 1994 she has been in charge of organizing and directing 6 local and international summer schools on various topics (inter-gender relations in Europe, social perception and attitudes about tourists, national identity and inter-ethnic tolerance, problems and needs of young people in Croatia, stigmatization of marginal groups, and predictors of quality, stability and satisfaction with close intimate relationships). She has supervised over 70 graduate theses, several M.A. theses and two doctoral dissertations in psychology.

During her work at Department of Psychology she has been actively involved in many research projects. Currently, she is a collaborator on the project *Psychosocial aspects of social reconstruction of the community* directed by Professor Dean Ajduković and funded by the Croatian Ministry of Science, Education and Sports. Since 2003 she has also been the principle researcher of the international research project *National and European Identity*, funded by the German foundation DAAD.

Dr. Kamenov is a member of the Croatian Psychological Association, a founding member of The Society for Psychological Assistance, a member of the Croatian Association for Behavioral – Cognitive Therapies, and a member of the Croatian Chamber of Psychology. She co-translated three books in social psychology and reviewed and evaluated several university textbooks. She is also a referee for several Croatian psychological and social sciences journals: *Društvena istraživanja*, *Review of Psychology*, *Suvremena psihologija*, *Psihologijske teme*, *Socijalna psihijatrija*, *Socijalna ekologija*, *Ljetopis studijskog centra socijalnog rada* and *Croatian Medical Journal*. She has published 16 research papers and edited three books. She has presented over 30 papers and posters at Croatian and international conferences.

List of works published in the past five years

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Book

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Works that qualify the lecturer to teach in the degree program

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Biography

Gordana Keresteš was born in 1965. She completed her primary education in Konjščina and secondary education in Zabok. She received her B.A. in psychology from the University of Zagreb Faculty of Humanities and Social Sciences in 1989. She received her master's degree in 1995 from the same Faculty (the title of the M.A. thesis: *Temperamental characteristics of preterm and full-term infants*) and her doctoral degree in 1999 (with the doctoral dissertation entitled *Aggressive and prosocial behavior of school children in the context of war: Testing the role of parental behavior*). After receiving her B.A. she worked as a psychologist in the Social Welfare Center in Zlatar Bistrica for six months. She has been employed at the Chair of Developmental Psychology at the Department of Psychology, University of Zagreb Faculty of Humanities and Social Sciences since 1990, first as a Junior Research Assistant, and as Assistant Professor since 2001. Since the academic year 2005/06 she is the head of the Chair of Developmental Psychology. Dr. Keresteš teaches two compulsory courses (Introduction to developmental psychology and Child and adolescent psychology) and one elective course (Parenting psychology) to undergraduate and graduate students of psychology, as well as various topics in child development to postgraduate students of psychology at the University of Zagreb Faculty of Humanities and Social Sciences. Moreover, she teaches the compulsory course Introduction to child and adolescent psychology to undergraduate students at the Faculty of Education and Rehabilitation Sciences, University of Zagreb. She has participated in several research projects funded by the Croatian Ministry of Science, Education and Sports: *Psychological and neurophysiological development of children; Children in war; Psychosocial adaptation of children after the war and support of school; War, children's social behavior and the role of family; Determinants of parenting*. She has published 16 original scientific papers, 4 professional papers, one book and 5 chapters in books, and has co-edited two books. She has presented results of her research at more than 20 international and Croatian scientific conferences. She has participated in the translation of five university textbooks and professional books from the field of developmental psychology. She is a member of the Croatian Psychological Association, Croatian Psychological Chamber, Croatian Academy for Developmental Rehabilitation, European Association of Personality Psychology, and International Society on Early Development.

List of works published in the past five years

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- Bumber, Ž., Keresteš, G. i Slaviček, M. (2005). Depresivnost kod školske djece u odnosu na darovitost, školski uspjeh, spol i dob. *Suvremena psihologija*, 8(1), 7-22.
- Ferenčić, J., Keresteš, G. i Bratko, D. (2005). Roditeljske implicitne teorije dječje inteligencije: Razlike u funkciji spola i obrazovanja. *Suvremena psihologija*, 8(2), 147-161.

Works that qualify the lecturer to teach in the degree program

- Žužul, M., Keresteš, G. i Vlahović-Štetić, V. (1990). Skala za procjenu dječjeg agresivnog i prosocijalnog ponašanja. *Primijenjena psihologija*, 11, 77-86.
- Keresteš, G. (1994). Rat i dječji strahovi. U N. Šikić, M. Žužul i I. Fattorini (Ur.), *Stradanja djece u domovinskom ratu* (str. 122-130). Jastrebarsko: Naklada Slap i Zagreb: Klinika za dječje bolesti.
- Raboteg-Šarić, Z., Žužul, M., & Keresteš, G. (1994). War and children's aggressive and prosocial behavior. *European Journal of Personality*, 8, 201-212.
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Appointed Full Professor (tenure): 1997

Biography

Professor V. Kolesarić was born on May 14, 1939 in Virovitica. He enrolled in the undergraduate degree program of psychology at the Department of Psychology, University of Zagreb Faculty of Humanities and Social Sciences in 1959. He has been employed at the Faculty of Humanities and Social Sciences, Department of Psychology since January 11, 1962 first as a laboratory technician, as a Research Assistant since 1965, and then as Assistant Professor, Full Professor, and finally, since 1997, as Full Professor with tenure at the Chair of Experimental Psychology.

He teaches the following undergraduate courses: Statistics in psychology; Introduction to methodology of experimental psychology and research; Analysis of variance and experimental design; Ethics in psychological research and practice.

He teaches the postgraduate course in Psychological methodology.

Professor Kolesarić has published over sixty research papers and books as the author, co-author or editor.

He served as the head of the Department of Psychology in four terms, served as the Vice Rector of the University of Zagreb from 1984 to 1986, and was the president of the Croatian Psychological Association from 1996 to 2000.

He is the principle researcher on the project *Influence of stimulus context on sensory, perceptive and motor processes*, funded by the Ministry of Science, Education and Sports of the Republic of Croatia.

List of works published in the past five years and works that qualify the lecturer to teach in the degree program

- Šimić, Z. i Kolesarić, V. (2002). Postoji li ovisnost o Internetu? *Suvremena psihologija*, 5(2), 227-251.
- Kolesarić, V. (2003). Neki psihologijski aspekti etike u istraživanjima s djecom. *Dijete i društvo*, 5(1), 83-91.
- Kolesarić, V. i Petz, B. (2003). *Statistički rječnik. Tumač statističkih pojmova*. 2. izdanje. Jastrebarsko: Naklada Slap.
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- Krizmanić, M. i Kolesarić, V. (2005). *Tolerancija u svakidašnjem životu*. 3. izdanje. Jastrebarsko: Naklada Slap.

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Appointed Assistant Professor: June 9, 2003

Biography

Gordana Kuterovac Jagodić was born in 1965 in Zagreb, where she completed her primary and secondary education. She graduated from the Department of Psychology, University of Zagreb Faculty of Humanities and Social Sciences in 1989 with a major in psychology, and she was employed at the same Department in 1990 as a Junior Research Assistant on the scientific project *Psychological and neurophysiological development of a child*. She was awarded her M.A. in Psychology in 1994 (the title of the thesis *Children's conceptualization of death: Cognitive development and past experiences*). In 1996 she became Research Assistant at the Department. She received her Ph.D. in psychology from the University of Zagreb in 2000 with the dissertation *Factors of long-term post-war adaptation of school-aged children*. She was promoted to Senior Assistant the same year. She is currently occupying the position of Assistant Professor at the Chair of Developmental Psychology at the Department of Psychology, University of Zagreb where she teaches courses in Developmental psychology 2 – Adolescence and adult development and Aging and psychological assessment of children. She also teaches Developmental psychology for undergraduate students at the Faculty of Education and Rehabilitation Sciences, University of Zagreb. She is currently serving her second term as the Deputy Coordinator of the Postgraduate Degree Programs in Psychology at the University of Zagreb Faculty of Humanities and Social Sciences (she served her first term in 2003-2004). Her publications include 13 scientific and 16 professional articles. She has participated in 26 international and domestic scientific and professional conferences. She was the co-editor of two books. She translated and co-translated 6 professional books and university textbooks (3 translations and 3 co-translations). She has been a reviewer for several journals including *Croatian Journal of Social Studies*, *Contemporary Psychology*, *Review of Psychology*, *Child and Society*, etc. as well as for numerous books and handbooks. Since 2000 she has served as the Chair of the Committee for Professional Exams of preschool psychologists at the Institute for Education of the Republic of Croatia. She is a member of the Croatian Psychologist Society, Croatian Chamber of Psychologists, Society for Psychological Assistance, Council for Children and Council for Prevention of Behavioral Disorders in Children and Adolescents of the Government of Republic of Croatia.

List of works published in the past five years

- Vizek-Vidović, V., Arambašić, L., Keresteš, G., Kuterovac-Jagodić, G., & Vlahović-Štetić, V. (2001). Pet ownership in childhood and socio-emotional characteristics, work values and professional choices in early adulthood. *Anthrozoos*, 14(4), 224-231.
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- Kuterovac Jagodić, G. (2003). Posttraumatic stress symptoms in Croatian children exposed to war: A prospective study. *Journal of Clinical Child Psychology*, 59(1), 9-25.
- Brajša-Žganec, A., Keresteš, G., Kuterovac Jagodić, G., Šumelj, Đ. i Žic-Grgat, B. (2005). Potrebe i uloge djece, udomiteljske obitelji i biološke obitelji te stručnjaka u procesu udomljavanja. U A. Brajša Žganec, G. Keresteš i G. Kuterovac Jagodić (Ur.), *Udomiteljstvo: skrb o djeci izvan vlastite obitelji. Priručnik za edukaciju stručnjaka* (str. 147-158). Zagreb: Udruga za inicijative u socijalnoj politici.
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Works that qualify the lecturer to teach in the degree program

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135-146.

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- Kuterovac Jagodić, G. (2003). Posttraumatic stress symptoms in Croatian children exposed to war: A prospective study. *Journal of Clinical Child Psychology*, 59(1), 9-25.
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Damir Ljubotina, Ph.D.

Assistant Professor

University of Zagreb Faculty of Humanities and Social Sciences, Department of Psychology
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Appointed Assistant Professor: May 17, 2004

Biography

Damir Ljubotina was born in Otočac in 1965, where he completed his elementary and high school education. In 1985 he enrolled in the undergraduate degree program in psychology at the University of Zagreb Faculty of Humanities and Social Sciences. In 1988 he was employed at the Department of Psychology as a laboratory assistant in the Psychological Laboratory, where he acquired considerable experience in the usage and preparation of psychodiagnostic instruments, and in scientific and experimental work. He was awarded his B.A. in Psychology from the Department of Psychology, University of Zagreb Faculty of Humanities and Social Sciences in 1990 (*Examination of functional asymmetries of brain hemispheres in perception of numerical stimuli*). In 1990 he enrolled in the postgraduate degree program at the Department of Psychology and was awarded his M.A. in Psychology in 1994 (*Psychosocial adaptation of refugees and consequences of exile*).

In 2000 he was awarded his Ph.D. in Psychology from the Department of Psychology, with the doctoral dissertation entitled *Comparison of psychometric properties of composite tests constructed in the context of classical theory and item response theory*.

He has been employed at the Department of Psychology since 1992, first as Research Assistant and then as Assistant Professor at the Chair of Psychometrics.

Damir Ljubotina coordinates courses in Psychodiagnostic methods and Statistical data analyses with computers, and co-lectures in the courses Psychometrics and Application of multivariate methods.

He is a lecturer of theory and methods in social work and the coordinator of the course Multivariate analyses in social research at the postgraduate degree program at the Study Center for Social Work of the Faculty of Law at the University of Zagreb. He teaches Modern approaches to test theory: item response theory, which is part of the course in Psychometric methodology at the postgraduate degree program. In 1999 he participated in the First International IRCT Seminar on Research Methodology in the Work with Torture Victims held in Syros (Greece), where he presented his work (title of the presentation: Factors important in the process of making decision about returning to the home). He attended 50 hours of Gestalt therapy training.

He reviewed numerous articles for Croatian professional journals.

Since 1994, he has worked as a researcher on projects for psychosocial help to refugees conducted by the International Rehabilitation Council for Torture Victims in Croatia.

He is a Senior Researcher in the part of the European Union research project *Treatment seeking and treatment outcomes in people suffering from posttraumatic stress following war and migration* that is conducted by International Rehabilitation Center for Torture Victims. He has published 18 research and 2 professional articles, and has participated in 20 Croatian and international conferences. He is the author and co-author of numerous psychological instruments.

He is a member of the Croatian Psychological Association, Croatian Chamber of Psychology, Croatian Society for Psychological Assistance and International Center for Torture Victims Care.

He is the chief coordinator and one of the founders of the Center for Psychodiagnostic Instruments at the Department of Psychology, the University of Zagreb Faculty of Humanities and Social Sciences.

List of works published in the past five years

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- Ljubotina, D., & Muslić, Lj. (2003). Convergent validity of four instruments for measuring posttraumatic stress disorder. *Review of Psychology*, 10(1), 11-21.
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Analysis of Reaction Times to Different Intensities of Light. *Studia Psychologica*, 45(4), 285-294.

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- Arcel, T.L., Popovic, S., Kucukalic, A., Bravo - Mehmedbasic, A., Ljubotina, D., Pusina, J., & Šaraba, L. (2003). The Impact of Short - term Treatment on Torture Survivors. The Change in PTSD, Other Psychological Symptoms and Coping Mechanisms after Treatment. In T.L. Arcel, S. Popovic, A. Kucukalic & A. Bravo - Mehmedbasic (Eds.), *Treatment of Torture and Trauma Survivors in a Post - war Society*. Sarajevo: Association for Rehabilitation of Torture Victims - Centre for Torture Victims.
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- Ljubotina, D. (2003). Evaluation of psychotherapy through monitoring system - basic terms and problems. In *Repatriation as a part of reconstruction process in torture victims (interpersonal and intrapersonal process)*. Zagreb: IRCT.
- Lugomer-Armano, G., Kamenov, Ž. i Ljubotina, D. (2003). *Problemi i potrebe mladih u Hrvatskoj*. Zagreb: Odsjek za psihologiju Filozofskog fakulteta u Zagrebu i Klub studenata psihologije.
- Ljubotina, D., Galić, J., & Jukić, V. (2004). Prevalence and Risk Factors of Substance Use in Urban Adolescents: a Questionnaire Study. *Croatian Medical Journal*, 45(1), 16-32.
- Ljubotina, D. (2004). Mladi i socijalna pravda. *Revija za socijalnu politiku*, 2, 159-176.
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- Janković, J., Ljubotina, D. i Blažeka, S. (2004). Roditeljska percepcija ponašanja i interesa djece u selu i gradu u svjetlu etike istraživanja djece. *Sociologija sela*, 42, 163/164 (1/2), 69-90.
- Janković, J., Ljubotina, D. i Berc, G. (2004). Supružnička percepcija zagađenosti okoliša u različitim vrstama naselja. *Sociologija sela*, 42, 163/164 (1/2), 139-156.

Works that qualify the lecturer to teach in the degree program

- Ljubotina, D. i Kulenović, A. (1997). *Zbirka zadataka iz psihometrije s pregledom osnovnih formula*. Zagreb: Odsjek za psihologiju Filozofskog fakulteta u Zagrebu.
- Ljubotina, D. (1997). *Osnove rada s osobnim računalom. Skripta za studente psihologije*. Zagreb: Odsjek za psihologiju Filozofskog fakulteta u Zagrebu.
- Ljubotina, D. i Bunjevac, T. (1997). *Statistička obrada podataka pomoću programa SPSS/WIN. Priručnik za studente psihologije*. Zagreb: Odsjek za psihologiju Filozofskog fakulteta u Zagrebu.
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- Ljubotina, D., & Muslić, Lj. (2003). Convergent validity of four instruments for measuring posttraumatic stress disorder. *Review of Psychology*, 10(1), 11-21.
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Darja Maslić Seršić, Ph.D.

Assistant Professor

University of Zagreb Faculty of Humanities and Social Sciences, Department of Psychology

Darja.maslic@ffzg.hr

Appointed Assistant Professor: December 12, 2001

Biography

Darja Maslić Seršić was born in 1966 in Karlovac. She graduated in Psychology in 1989 from the Department of Psychology, University of Zagreb Faculty of Humanities and Social Sciences. She was awarded her M.A. in 1993 and her Ph.D. in 2000 from the same institution. Since May 1990, she has been employed at Department of Psychology, University of Zagreb Faculty of Humanities and Social Sciences, first as a Research and Teaching Assistant, and from 2001 onwards as Assistant Professor at the Chair of Experimental Psychology.

She has participated in various scientific projects. Her research interests include work and differential psychology. She has written 20 research and professional papers and participated in numerous conferences in Croatia and abroad.

Dr. Maslić-Seršić teaches courses in experimental psychology and methodology (Practicums) and Organizational psychology. She teaches Organizational psychology in the postgraduate degree program. She has supervised over 10 graduation theses and is currently supervising 5 master's theses. She has participated in the organization of various scientific meetings and has been the president of the Organizing committee of the 16th Ramiro Bujas Days, Zagreb, 2003.

List of works published in the past five years

- Galešić, M., Maslić Seršić, D. i Šverko, B. (Ur.) (2002). *Psihološki aspekti nezaposlenosti*. Zagreb: Odsjek za psihologiju Filozofskog fakulteta u Zagrebu.
- Bratko, D., Kolesarić, V. i Maslić Seršić, D. (Ur.) (2003). *XVI. Dani Ramira Bujasa: Sažeci priopćenja*. Jastrebarsko: Naklada Slap.
- Galešić, M., Maslić-Seršić, D. i Šverko, B. (2003). *Nezaposleni u Hrvatskoj 2003: Svakodnevne aktivnosti, financijsko stanje, socijalna podrška, intenzitet i način traženja posla, psihološka deprivacija, stavovi prema radu i nezaposlenosti. I*. Elaborat projekta "Psihološki aspekti nezaposlenosti". Zagreb: Odsjek za psihologiju Filozofskog fakulteta u Zagrebu.
- Galešić, M., Maslić-Seršić, D. i Šverko, B. (2003). *Nezaposleni u Hrvatskoj 2003: Subjektivno zdravlje. II*. Elaborat projekta "Psihološki aspekti nezaposlenosti". Zagreb: Odsjek za psihologiju Filozofskog fakulteta u Zagrebu.
- Maslić Seršić, D., Vranić, A. i Tonković, M. (2004). Prilog validaciji dva hrvatska instrumenta za mjerenje emocionalne inteligencije. *Suvremena psihologija*, 2.
- Šverko, B., Maslić Seršić, D. i Galešić, M. (2004). Nezaposlenost i subjektivno zdravlje. Jesu li najugroženije nezaposlene osobe srednje dobi? *Suvremena psihologija*, 2.
- Šverko, B., Galešić, M. i Maslić Seršić, D. (2004). Aktivnosti i financijsko stanje nezaposlenih u Hrvatskoj. Ima li osnova za tezu o socijalnoj isključenosti dugotrajno nezaposlenih osoba? *Socijalna politika*, 3-4, 283-297.
- Jelušić, J. i Maslić Seršić, D. (2005). Obiteljske i radne okolnosti kao prediktori ravnoteže obiteljskog i poslovnog života zaposlenih majki. *Suvremena psihologija*, 1, 23-36.
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- Maslić Seršić, D., Šverko, B. i Galić, Z. (2005). Radne vrijednosti i stavovi prema poslu u Hrvatskoj: Što se promijenilo u odnosu na devedesete? *Društvena istraživanja*, 80, 1039-1054.
- Maslić Seršić, D., & Vuletić, G. (2006). Psychometric evaluation and establishing norms of Croatian SF-36 Health Survey: providing a framework for subjective health research. *Croatian Medical Journal*, 7, 95-102.
- Šverko, B., Galić, Z. i Maslić Seršić, D. (2006). Nezaposlenost i socijalna isključenost: longitudinalna studija. *Revija za socijalnu politiku*, 1, 1-14.
- Maslić Seršić, D. i Zelenbrz, J. (2006). Analiza Plutchikovog indeksa profila emocija u selekcijskoj situaciji. *Suvremena psihologija*, 2 (u tisku).

- Galić, Z., Maslić Seršić, D. i Šverko, B. (2006). Financijske prilike i zdravlje nezaposlenih u Hrvatskoj: Vodi li financijska deprivacija do lošijeg zdravlja? *Revija za socijalnu politiku*, 2 (u tisku).
- Šverko, B., Galić, Z., Maslić Seršić, D. i Galešić, M. (prihvaćeno za tisak). The psychological impact of the hidden economy working: associations with latent functions deprivation and psychological health. *European Journal of Work and Organizational Psychology*.

Works that qualify the lecturer to teach in the degree program

- Maslić, D. (1991). Čovjek i nove tehnologije – prilog analizi domaćih istraživanja. U B. Šverko i Ž. Jerneić (Ur.), *Ergonomijski aspekti novih tehnologija*, 119-124.
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- Maslić Seršić, D., & Šverko, B. (2000). Croatian workers in the period of transition: a five year follow-up of job-related attitudes. *Social Science Information*, 2, 363-376.
- Maslić Seršić, D. (2000). Što je odanost i kako je možemo mjeriti? *Suvremena psihologija*, 1-2.

Branimir Šverko, Ph.D.

Full Professor

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Appointed Full Professor (tenure): June 14, 1996

Biography

Professor of Psychology at the Department of Psychology, University of Zagreb, Croatia, where he holds the Chair for Work Psychology and Ergonomics. Educated at the University of Zagreb (BA in 1962, MA in 1970, and PhD in 1973; all in psychology) and he completed his postdoctoral study in 1975-76 at the University of Illinois, USA as a Fulbright grantee.

He was Assistant Dean (1978-1980) and Dean (1988-1990) of the Faculty of Humanities and Social Sciences; Head of the Department of Psychology (1985-1987, 1994-1996); Chairman of the University of Zagreb Committee for Postgraduate Studies (1979-1981); President of the Croatian Psychological Association (1974-1975); President of the Croatian Ergonomic Society (1989-1993); Member of the Coordinating Committee of the European Network of Organizational Psychology (ENOP, 1991-1998); Member of the Executive Committee of the European Association of Work and Organizational Psychology (EAWOP, 1995-2001); Editor-in-Chief of *Review of Psychology* (1984-1989); Member of the Editorial Board of the *European Journal of Work and Organizational Psychology* (1999-present); Member of the Editorial Board of the *International Journal for Educational and Vocational Guidance* (1999-present).

He has published seven books and about 100 articles. His original research of time-sharing ability and cross-cultural studies of work values has been internationally recognized. He received the Award of the Yugoslav Psychological Association for Outstanding Contribution in Psychology (1984); Award "Ramiro Bujas" of the Croatian Psychological Association for Outstanding Research (1988) and for Advancement of Psychology (1999).

List of works published in the past five years

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- Maslić Seršić, D., Šverko, B., & Galešić, M. (2005). Unemployment and dimensions of subjective health: exploring moderating effects of age. *Studia Psychologica*, 47(3), 221-234.

Works that qualify the lecturer to teach in the degree program

- Šiber, I., Šverko, B., Kljaić, S., & Magdić, M. (1978). Perceptions of enterprise power structure. In J. Obradović & W.N. Dunn (Eds.), *Workers' Selfmanagement and Organizational Power in Yugoslavia* (pp. 218-231). Pittsburgh: University Center for International Studies, University of Pittsburgh.
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Meri Tadinac, Ph.D.

Associate Professor

University of Zagreb Faculty of Humanities and Social Sciences, Department of Psychology
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Appointed Associate Professor: February 18, 2002

Biography

Meri Tadinac was born in Zagreb in 1961. She was awarded her B.A. in Psychology in 1983, from the Department of Psychology, University of Zagreb Faculty of Humanities and Social Sciences. She was awarded her in 1986 from the same institution (*Absolute thresholds and reaction time as the indicators of strength of the nervous system*). In 1993 she was awarded her Ph. D. (dissertation title: *Investigation of hemispheric specialization with the divided visual field method*). She has been employed at the Department of Psychology, University of Zagreb Faculty of Humanities and Social Sciences since October 1985, first as Research Assistant, then as Assistant Professor (1997-2002) and, from 2002 onwards, as Associate Professor. She holds the Chair in Biological Psychology. She teaches Biological psychology, Clinical neuropsychology and evolutionary psychology in undergraduate and graduate programs. She is the course coordinator for the courses in Biological psychology and Clinical neuropsychology at the postgraduate degree program. She has supervised over twenty undergraduate students and five postgraduate students.

Meri Tadinac has participated in various scientific projects and is currently senior researcher on the project *Biopsychosocial determinants of behavior in health and illness*. She has published 24 research and professional papers and has participated in numerous conferences in Croatia and abroad. She has also participated in the organization of various scientific meetings (member of program committees of Ramiro Bujas Days, Zagreb, 2003 and the 1st Croatian Congress of Psychodermatology, Cavtat, 2004; member of the international scientific board of the 26th European Conference on Psychosomatic Research, Cavtat, 2006).

Meri Tadinac is a member of the Croatian Psychological Association, Croatian Society for Neuroscience, Croatian Society for Psychosomatic Research, European Association of Personality Psychology and Human Behavior and Evolution Society.

List of works published in the past five years

- Tadinac Babić, M. i Kotrulja, L. (2001). Psihološke posljedice akni. *Socijalna psihijatrija*, 29(1), 27-31.
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- Čorkalo, D., Kamenov, Ž. i Tadinac Babić, M. (2001). Autoritarnost, stav prema stanju demokracije i percepcija razvojnih ciljeva Hrvatske. *Društvena istraživanja*, 10, 1159-1177.
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- Lučev, I., Tadinac Babić, M. i Tatalović, S. (2002). Konstrukcija hrvatske verzije Pavlovijanskog upitnika temperamenta (PTS). *Suvremena psihologija*, 5, 207-226.
- Bubić, A. i Tadinac, M. (2004). Ispitivanje hemisferne interakcije kod rješavanja Stroop zadatka. *Suvremena psihologija*, 7, 183-199.
- Tadinac, M. i Hromatko, I. (2004). Evolucijska psihologija i spolne razlike. U J. Hrgović, D. Polšek (Ur.), *Evolucija društvenosti*. Zagreb: Naklada Jesenski i Turk.

Works that qualify the lecturer to teach in the degree program

- Tadinac Babić, M., Kulenović, A. & Ledinski, D. (1989). On the Structure of Strelau Temperament Inventory (STI). *Revija za psihologiju*, 19, 25-32.
- Tadinac Babić, M., Maslić Seršić, D., & Martinić, I. (1993). Cognitive task effects on blood flow velocity changes in middle cerebral arteries: A transcranial Doppler study of hemispheric specialization. *Medicina*, 29, 107-111.
- Tadinac Babić, M. (1999). Ispitivanje lateralizacije funkcija mozgovnih hemisfera tehnikom PVP uz korištenje verbalnog materijala. *Govor*, XVI(1), 57-68.

- Tadinac Babić, M. (2000). Ispitivanje lateralizacije funkcija mozgovnih hemisfera tehnikom podijeljenog vidnog polja: Varijable koje utječu na preleksičke procese u verbalnim zadacima. *Suvremena psihologija*, 3, 149-171.
- Prvčić, I. i Tadinac Babić, M. (2000). Razvoj vidnog konfiguracijskog pamćenja kod djece školske dobi. *Suvremena psihologija*, 3, 67-78.
- Tadinac, M. i Hromatko, I. (2004). Evolucijska psihologija i spolne razlike. U J. Hrgović, D. Polšek (Ur.), *Evolucija društvenosti*. Zagreb: Naklada Jesenski i Turk.

Vlasta Vizek Vidović, Ph.D.

Full Professor

University of Zagreb Faculty of Humanities and Social Sciences, Department of Psychology
vvizek@ffzg.hr

Appointed Full Professor (tenure): January 16, 2001

Biography

1950 born in Zagreb, Croatia.

1973 B.A. in Psychology (major), English and Sociology at University of Zagreb Faculty of Humanities and Social Sciences

1973-1975 researcher at the Center for Social Welfare, Zagreb.

1975 employed as Assistant Researcher at the Department of Psychology, University of Zagreb Faculty of Humanities and Social Sciences at the Chair of Organizational Psychology.

1983 Ph.D. in Psychology with the thesis in organizational psychology concerning stress at work.

1984 position of Assistant Professor at the same Chair; teaching Organizational psychology.

1990 offered (and accepted) new position as the head of the Chair of School Psychology.

1996 full professorship at the Chair of School Psychology at the same Department.

1998-2000 Vice Dean for Students at the University of Zagreb Faculty of Humanities and Social Sciences

2001 full professorship – tenure at the Chair of School Psychology at the same Department.

2002 Vice Rector for International Relations at University of Zagreb.

2003 Chairholder of the UNESCO Chair in Governance and Management in HED at University of Zagreb.

Teaching activities: teaches three courses at the undergraduate level: Educational psychology, Special needs treatment at school and Organizational psychology, also coordinates and teaches two courses at the graduate level: Motivation and achievement in school settings, Students with learning difficulties. Teaching and training different topics in organizational and educational psychology at other HED institutions (postgraduate programs), professional organizations, business companies and local communities. Supervised a number of B.A., M.A. and Ph.D. theses.

Fields of scientific research: life and work values, professional stress, learning strategies and learning styles, teachers' beliefs and attitudes. Coordinator of several research projects at the University of Zagreb concerning professional stress, vocational development of adolescents, the role of pets as a source of social support and psychosocial adaptation children traumatized by war. The leader of the national project on the development of the teacher education model *Development of the model of the life-long teacher education* (2003-2006). Coordinator for Croatia of the UNESCO project *Initial teacher education in HED institutions* (2001) and TEMPUS SCM coordinator of the project *Strategic management of staff development at the University* (2004/05).

Published 3 books (two co-authored), 10 chapters in the books, 60 scientific papers and studies, developed several tests and inventories, translated several textbooks from English to Croatian.

Presented papers at more than 30 international psychological conferences. Member of two international and one domestic psychological associations (EARLI, EAAP, HPD).

Other professional activities: Participated in the management of the Faculty as the member of several faculty boards and the Faculty Council.

Participated as a team member in the government project of educational reform.

Coordinator of the project module *Students and teaching* within the strategy development project of the University of Zagreb.

Worked with several NGOs on projects concerning crisis intervention in schools; psychosocial well-being of children in community; monitoring, promotion of children's rights; development of a new model of foster family care.

Coordinator of the university teachers' development program "*Active learning and critical thinking across curriculum in higher education*" (within RWCT-project for Croatia).

Acting as the chairperson of the Directory Board of the Center for the rights of the child – CISP Zagreb.

Member of the editorial board of the UNESCO-CEPES journal *Higher Education in Europe*.

List of works published in the past five years and works that qualify the lecturer to teach in the degree program

Books and chapters in books

- Vizek Vidović, V., Rijavec, M., Vlahović-Štetić, V. i Miljković, D. (2003). *Psihologija obrazovanja*. Zagreb: IEP.
- Vizek Vidović, V. & Vlahović-Štetić, V. (2003). Current models and new developments in Croatian teacher education. In B. Moon, L. Vlasceanu & L.C. Barrows (Eds.), *Institutional approaches to teacher education within higher education in Europe: current models and new developments, Studies in higher education* (pp. 51-64). Bucharest: UNESCO-CEPES.
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- Vlasta Vizek, V. (2005). Obrazovanje učitelja i nastavnika u Europi iz perspektive cjeloživotnog učenja. U V. Vizek Vidović (Ur.), *Cjeloživotno obrazovanje učitelja i nastavnika: višestruke perspektive* (str. 15-68). Zagreb: Institut za društvena istraživanja u Zagrebu.
- Vlahović Štetić, V. i Vizek Vidović, V. (2005). Obrazovanje učitelja i nastavnika u Hrvatskoj. U V. Vizek Vidović (Ur.), *Cjeloživotno obrazovanje učitelja i nastavnika: višestruke perspektive* (str. 69-94). Zagreb: Institut za društvena istraživanja u Zagrebu.
- Vizek Vidović, V. (2005). Osobine darovite djece. U V. Vlahović Štetić (Ur.), *Daroviti učenici: teorijski pristup i primjena u školi* (str. 25-50). Zagreb: Institut za društvena istraživanja u Zagrebu.

Articles

- Vizek Vidović, V., Arambašić, L., Keresteš, G., Kuterovac-Jagodić, G., & Vlahović-Štetić, V. (2001). Pet ownership in childhood and socio-emotional characteristics, work values and professional choices in early adulthood, *Anthrozoos*, 14(4), 224-231.
- Rovanić, D., & Vizek Vidović, V. (2003). Service learning in the university: a case study. *Thinking classroom – international journal of reading, writing and critical reflection*, 4(1), 14-19.
- Pifat-Mrzljak, G., Juroš, L., & Vizek Vidović, V. (2004). Broad strokes of recovery: The case of Croatia. *Higher education in Europe: Brain drain and the academic and intellectual labour market in South East Europe*, 3(3), 372-380.
- Vlahović-Štetić, V., Kišak, M. i Vizek Vidović, V. (2001). Uspješnost rješavanja problemnih matematičkih zadataka – provjera matematičko-logičkog modela. *Suvremena psihologija*, 3(1-2), 49-66.
- Vizek Vidović, V. (2002). Uloga škole u skrbi o djeci i mladima svjedocima rata. *Dijete i društvo - časopis za promicanje prava djeteta*, 4(1-2).

Other publications

- Hrabar, D., Vizek-Vidović, V. i Žižak, A. (2001). *Pravo djeteta na izražavanje vlastitog mišljenja u postupku rastave braka*. Zagreb: CISP - Centar za prava djeteta i UNICEF-Croatia.
- Žižak, A. i Vizek Vidović, V. (2004). *Participacija djece u procesu odgoja – prava djeteta*. Zagreb: Udruga za inicijative u socijalnoj politici.

Vesna Vlahović-Štetić, Ph.D.

Associate Professor

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Appointed Associate Professor: June 18, 2002

Biography

Vesna Vlahović-Štetić was born on February 19th 1959 in Zagreb where she completed her primary and secondary education. She graduated in Psychology in 1982 from the Department of Psychology, University of Zagreb Faculty of Humanities and Social Sciences. She was awarded her M.A. in 1986 and her Ph.D. in 1996 from the University of Zagreb Faculty of Humanities and Social Sciences. She worked as Research Assistant at the Department of Psychology, the Faculty of Philosophy in Zadar from 1982 until 1987. She became Research Assistant at the Department of Psychology, University of Zagreb Faculty of Humanities and Social Sciences in 1987, was appointed Senior Assistant in 1996, Assistant Professor in 1998 and Associate Professor in 2002.

She has held the Chair of Educational Psychology since 2000.

She teaches courses in Educational psychology of gifted students, Methodology of teaching psychology and seminars in Educational psychology in the undergraduate program.

She teaches Psychology of learning and teaching in the postgraduate degree program. She is currently the coordinator of the Postgraduate Degree Program for the Specialization in School Psychology.

Vesna Vlahović-Štetić has also lectured at the postgraduate degree programs in pedagogy and in glottodidactics at the University of Zagreb Faculty of Humanities and Social Sciences.

She led numerous educational programs for teachers, principals, school counselors and psychologists, CARnet lecturers, university professors and assistants.

She is the principal researcher on the research project *Cognitive and socio-emotional factors of math learning*.

She has published over forty research and professional papers, and has coauthored five books (one of them is a university handbook). Vesna Vlahović-Štetić has presented her scientific papers at about twenty scientific conferences in Croatia and abroad.

She has participated in many professional projects of NGOs, UNICEF and the Croatian institute of education. She is currently the president of the editorial board of the *Suvremena psihologija* scientific journal and is a member of the Croatian Psychological Association, European Association for Research on Learning and Instruction (EARLI) and International School Psychology Association (ISPA).

List of works published in the past five years

- Vizek Vidović, V., Arambašić, L., Keresteš, G., Kuterovac-Jagodić, G., & Vlahović-Štetić, V. (2001). Pet ownership in childhood and socio-emotional characteristics, work values and professional choices in early adulthood. *Anthrozoos*, 14(4), 224-231.
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- Vlahović-Štetić, V. (2003/2004). Rano učenje i poučavanje matematike, *Zrno*, 85/86, 8-10.
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- Vlahović-Štetić, V. (2005). Teorijski pristupi darovitosti. U V. Vlahović-Štetić (Ur.), *Daroviti učenici: teorijski pristup i primjena u školi* (str. 15-22). Zagreb: IDIZ.

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- Arambašić, L., Vlahović-Štetić, V. i Severinac, A. (2005). Je li matematika bauk? Stavovi, uvjerenja i strah od matematike kod gimnazijalaca. *Društvena istraživanja*, 6(80), 1081-1102.

Works that qualify the lecturer to teach in the degree program

- Vlahović-Štetić, V., & Miura, I.T. (1995). Cognitive representation of number and understanding of place value: First graders in Croatia and the United States. *Review of Psychology*, 2, 23-28.
- Vlahović-Štetić, V. i Vizek Vidović, V. (1998). *Kladim se da možeš...*, - psihološki aspekti početnog poučavanja matematike, Zagreb: Udruga roditelja "Korak po korak".
- Vlahović-Štetić, V., Vizek Vidović, V., & Arambašić, L. (1999). Motivational characteristics in mathematical achievement; A study of gifted high-achieving, gifted underachieving and non-gifted pupils. *High Ability Studies*, 10, 37-49.
- Vlahović-Štetić, V. (1999). Word problem solving as a function of problem type, situational context and drawing. *Studia Psychologica*, 41, 49-62.
- Miura, I.T., Okamoto, Y., Vlahović-Štetić, V., Kim, C., & Han, J.H. (1999). Language supports for children's understanding of numerical fractions: Cross-national comparisons. *Journal of Experimental Child Psychology*, 74, 356-365.
- Vlahović-Štetić V. i Kovačić, S. (1999). Kognitivna reprezentacija brojeva u djece različite dobi. *Društvena istraživanja*, 4(42), 563-577.
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- Miljević-Ridički, R., Miljković, D., Pavličević-Franić, D., Rijavec, M., Vizek Vidović, V., Vlahović-Štetić, V. i Zarevski, P. (2000). *Učitelji za učitelje*. Zagreb: IEP.
- Vizek Vidović, V., Rijavec, M., Vlahović Štetić, V. i Miljković D. (2003). *Psihologija obrazovanja*. Zagreb: IEP.

Predrag Zarevski, Ph. D.

Full Professor

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Appointed Full Professor: May 9th, 2000

Biography

Predrag Zarevski was born in 1951. He completed his elementary and secondary education in Zagreb. In the academic year of 1970/71 he enrolled in the psychology degree program at the University of Zagreb Faculty of Humanities and Social Sciences. He graduated in Psychology in 1974. As an excellent student, he received University of Zagreb Rector's Award. During his studies he worked as a laboratory assistant at the Department of Psychology. Later he worked as an industrial psychologist in Borovo and as a school psychologist at the Technical Military High School in Zagreb. In 1979 he was employed as a Research Assistant at the Chair of General Psychology at the University of Zagreb Faculty of Humanities and Social Sciences. He defended his dissertation entitled *Multidimensional analysis of the assessment of some personality traits, intelligence indicators and academic achievement* in 1981. He was appointed Assistant Professor in 1983 and Associate Professor in 1989 at the Chair of Chair of General Psychology. He was appointed Full Professor in 1995 and was granted tenure in 2000.

He has taught the following courses: General psychology I, II and III, History of psychology and Selected topics in general psychology. He also taught courses in Psychoinformatics at the Department of Informatology, Faculty of Humanities and Social Sciences. He taught courses in Developmental and personality psychology at the Department of Social Work. He teaches at the postgraduate degree program in psychology and is the coordinator of the Cognitive psychology course. Currently he teaches classes in Perception and memory and Learning, thinking and intelligence at the Department of Psychology, University of Zagreb Faculty of Humanities and Social Sciences.

He is a member of the European Association for Psychological Assessment and Croatian Psychological Chamber. He was elected Vice President of the Croatian Psychological Chamber in 2005. He has been a member of the editorial board of the journal *Suvremena psihologija* since its foundation, and has been its Editor-in-Chief since 2002.

During the period of 1991-1996 he was the coordinator of the research project *Cybernetic model of personality*, and since 1997 he has been a senior researcher in the project *Cybernetic modeling of personality*. He was the director of two international psychological summer schools. From 1994-2000 he led the project *Active/effective school* within a larger project *Quality school* sponsored by the Croatian Ministry of Science, Education and Sports.

Dr. Zarevski has published over 70 articles (20 of them referenced in CC), 4 studies, and has constructed 6 tests and 2 questionnaires. He has published 10 books, two of which are university textbooks.

List of works published in the past five years

- Zarevski, P., Sladić, I. i Vranić, A. (2001). Proaktivnost – predstavljanje i evaluacija konstrukta. *Suvremena psihologija*, 4(1-2), 73-92.
- Zarevski, P., Marušić, A. i Vranić, A. (2002). Proaktivnost i lokus kontrole kod menadžera. *Društvena istraživanja*, 11(4-5), 659-681.
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- Zarevski, P., Ivanec, D. i Zarevski, Z. (2005). How general is general information construct. *Psihološka obzorja/Horizons of Psychology*, 14(1), 9-15.

Works that qualify the lecturer to teach in the degree program

Books

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- Zarevski, P. (Ur.) (2000). *Učitelji za učitelje: primjeri provedbe načela Aktivne/efikasne škole*. Zagreb: IEP d.o.o.
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Igor Kardum, Ph. D.

Associate Professor

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Appointed Associate Professor: September 24, 2002

Biography

Igor Kardum was born in 1964. He was awarded his B.A. in Psychology in 1989 from the Faculty of Philosophy, University of Rijeka, his M.A. in 1991 from the Faculty of Philosophy, University of Ljubljana and his Ph.D. in 1994 from the University of Zagreb Faculty of Humanities and Social Sciences (title of doctoral dissertation: *Personality traits and intraindividual mood changes*). He has been employed at the Department of Psychology, University of Rijeka since 1990, where he currently teaches courses in Emotion and motivation, Personality psychology and Evolutionary psychology. He has been the principal researcher and collaborator on several research projects. Currently, he is principal researcher on the project *Effects of emotional functioning on health*, funded by the Ministry of Science, Education and Sports, and a collaborator on the international project *International Sexuality Description Project*. Dr. Kardum was awarded the Ramiro Bujas Scientific Contribution Award by the Croatian Psychological Society in 1999. He has been a member of the National Scientific Committee for Social Sciences since 2005. He has published two books and fifty or so articles relating to the role of personality traits in stress, coping, emotional experience and health, and to evolutionary psychology.

List of works published in the past five years and works that qualify the lecturer to teach in the degree program

- Kardum, I., & Hudek-Knežević, J. (1996). The relationship between Eysenck's personality traits, coping styles and moods. *Personality and Individual Differences*, 20, 341-350.
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- Kardum, I. (1999). Affect intensity and frequency: Their relation to mean level and variability of positive and negative affect and Eysenck's personality traits. *Personality and Individual Differences*, 26, 33-47.
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- Kardum, I. i Gračanin, A. (2004). Emocije kao adaptacije: pregled evolucijskih shvaćanja emocija. U J. Hrgović i D. Polšek (Ur.), *Evolucija društvenosti* (str. 275-291). Zagreb: Naklada Jesenski i Turk.
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- Gračanin, A. i Kardum, I. (u tisku). Primarne emocije kao modularni mehanizmi ljudskog uma. U M.S. Žebec, G. Sabol, M. Šakić i M. Kotrla (Ur.), *Mozak i um: trajni izazovi čovjeku*.
- Hudek-Knežević, J., Kardum, I., & Kalebić Maglica, B. (u tisku). The sources of stress and coping styles as mediators and moderators of the relationship between personality traits and physical symptoms. *Review of Psychology*.

Svjetlana Kolić-Vehovec, Ph. D.

Associate Professor

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Appointed Associate Professor: December 15, 2003

Biography

Svjetlana Kolić-Vehovec was born on September 22nd 1960, in Rijeka. She graduated in Psychology from the University of Rijeka in 1983, was awarded her M.A. from the University of Zagreb in 1988, and her Ph.D. in Psychology from the University of Ljubljana, Slovenia in 1993 (*Cognitive and cognitive-motivational factors of the reading skill*).

Svjetlana Kolić-Vehovec has been employed at the Department of Psychology, University of Rijeka since 1984. She was Assistant Professor at the Department from 1997 to 2003, and has been Associate Professor of Educational psychology and Psychology of learning since 2003. She was the head of the Department of Psychology from 1994 to 1995.

She participated at many Croatian and international conferences on different psychological topics. She published 30 papers in scientific journals. She was Editor-in-Chief of the journal *Psihologijske teme* from 2001 - 2005. She published a book entitled *Educational Psychology*.

Svjetlana Kolić-Vehovec was the principal researcher on the project *Developmental aspects of reading comprehension* (2001 - 2002), and then on the project *Cognitive strategies, metacognition and reading comprehension* (2002 - 2005), both financed by the Ministry of Science, Education and Sports.

List of works published in the past five years and works that qualify the lecturer to teach in the degree program

- Kolić-Vehovec, S., & Bajanski, I. (2001). Children's metacognition as predictor of reading comprehension at different developmental levels. *ERIC database*, 19 p., ED456422.
- Kolić-Vehovec, S. (2002). Effects of self-monitoring training on reading accuracy and fluency of poor readers. *European Journal of Psychology of Education*, 17(2), 129-138.
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- Kolić-Vehovec, S. i Muranović, E. (2004). Evaluacija treninga recipročnog poučavanja strategija čitanja (Evaluation of the reciprocal teaching of reading strategy). *Suvremena psihologija*, 1, 95-108.
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- Takšić, V., Štokalo, V. i Kolić-Vehovec, S. (2002). Prognostička valjanost emocionalne inteligencije (kompetentnosti) za uspjeh u školi (Prognostic validity of the emotional intelligence (competency) for school achievement). *Psihologijske teme*, 11, 81-90.
- Rupčić, I. i Kolić-Vehovec, S. (2004). Ciljna orijentacija, samohendikepiranje i samoefikasnost srednjoškolaca (Goal orientation, self-handicapping and self-efficacy of high-school students). *Psihologijske teme*, 13, 105-117.

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Appointed Full Professor (tenure): March 15, 2001

Biography

Dr. Lacković-Grgin was awarded her B.A. in Psychology in 1967 from the University of Zagreb (Croatia). She worked as an educational psychologist until 1969, when she was employed as a Research and Teaching Assistant at Junior College of Education in Rijeka. She was appointed Junior College Professor at that same institution in 1974. At that time, she took part in several multidisciplinary symposia in the area of socialization of children and adolescents. In 1976 she took the post of Lecturer in Developmental Psychology at the Faculty of Science and Arts in Zadar, University of Split. She was awarded her Ph.D. in Psychology in 1982 from the University of Ljubljana, Slovenia. She was appointed Assistant Professor in 1984, Associate Professor in 1990, and Full Professor in 1996.

Apart from Developmental psychology she has also taught courses in Social psychology, Psychology of personality and Psychophysiology of stress. She has taught a course in Developmental psychology at the University of Zagreb to undergraduate and postgraduate students as Visiting Lecturer. She has also given a number of public lectures for parents and teachers in schools and on the radio. In the last 15 years, she has supervised a number of undergraduate and postgraduate students, and has been a member of a number of boards of referees for Ph.D. dissertations at the University of Zagreb. She has participated in many conferences and symposia in Croatia and abroad. She has also been the editor of and the reviewer for several major psychological publications in Croatia, as well as the person in charge of several research tasks and projects financed by the Croatian Ministry of Science, Education and Sports (two of which are international). She has published 90 research and professional papers, as well as 7 monographs. The papers are in the areas of family relations and child rearing, social interactions of adolescents, adolescents' biological maturation, the development of self-esteem, adolescent unemployment stress, role stress, self-evaluation and self-regulation on psychosocial development, etc.

She was the Head of the Department of Psychology at the Faculty of Science and Arts in Zadar, the president of Ethical Committee of the Croatian Psychological Association, the editor-in-chief of the journal *Radovi*, the member of editorial board of the journal *Revija za psihologiju*, etc.

List of works published in the past five years and works that qualify the lecturer to teach in the degree program

- Rokach, A., Lacković-Grgin, K., & Penezić, Z. (2000). The Effects of Culture on the Causes of Loneliness. *Psychology: A Journal of Human Behavior*, 37(1), 6-20.
- Lacković-Grgin, K. (2000). *Stres u djece i adolescenata*. Jastrebarsko: Naklada Slap.
- Sorić, I., Lacković-Grgin, K. i Penezić, Z. (2000). Suočavanje s usamljenošću: Značenje iskustva i uzroka usamljenosti. *RADOVI Filozofskog fakulteta u Zadru, Razdio FPSP*, 39(16), 17-32.
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- Lacković-Grgin, K., Penezić, Z. i Varkaš, L. (2001). Neke odrednice depresivnosti i zadovoljstva životom žena u menopauzi. *Medica Jadertina*, 31, 141-152.
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- Lacković-Grgin, K. (2001). Prilog koncipiranju nove teorije životnog vijeka. *Razdio filozofije, psihologije, sociologije, pedagogije*, 39(16), 143-154.
- Lacković-Grgin, K., Penezić, Z. i Tucak, I. (2002). Odnos generativnosti i drugih komponenti ličnosti Eriksonova modela u osoba mlade, srednje i starije odrasle dobi. *Suvremena psihologija*, 5, 9-30.
- Lacković-Grgin, K., Nekić, M. i Čubela, V. (2002). Dobne specifičnosti integriteta s gledišta Eriksonove teorije psihosocijalnog razvoja. *Radovi Filozofskog fakulteta u Zadru*, 41(18), 45-68.
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- Lacković-Grgin, K., Proroković, A., Čubela, V. i Penezić, Z. (2002). *Zbirka psihologijskih skala i upitnika*. Zadar: Filozofski fakultet.
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- Lacković-Grgin, K. (2002). Skraćena verzija skale za mjerenje osjećaja koherentnosti (SOC). U K. Lacković-Grgin, A. Proroković, V. Čubela i Z. Penezić (Ur.), *Zbirka psihologijskih skala i upitnika*. Zadar: Filozofski fakultet u Zadru.
- Lacković-Grgin, K. (2002). Coopersmithov upitnik samopoštovanja (SEI). U K. Lacković-Grgin, A. Proroković, V. Čubela i Z. Penezić (Ur.), *Zbirka psihologijskih skala i upitnika*. Zadar: Filozofski fakultet u Zadru.
- Lacković-Grgin, K. (2002). Kratka verzija UCLA skale usamljenosti. U K. Lacković-Grgin, A. Proroković, V. Čubela i Z. Penezić (Ur.), *Zbirka psihologijskih skala i upitnika*. Zadar: Filozofski fakultet u Zadru.
- Lacković-Grgin, K. (2004). Adaptirana Loyola skala generativnosti. U A. Proroković, K. Lacković-Grgin, V. Čubela i Z. Penezić (Ur.), *Zbirka psihologijskih skala i upitnika – Svezak 2*. Zadar: Filozofski fakultet u Zadru.
- Lacković-Grgin, K., Čubela Adorić, V. i Nekić, M. (2004). Skala integriteta. U A. Proroković, K. Lacković-Grgin, V. Čubela i Z. Penezić (Ur.), *Zbirka psihologijskih skala i upitnika – Svezak 2*. Zadar: Filozofski fakultet u Zadru.
- Lacković-Grgin, K. (2004). Stres uloga u različitim životnim razdobljima. U Lj. Kaliterna-Lipovčan i V. Šakić (Ur), *Hrvatsko društvo danas – psihosocijalni procesi* (str. 21-31). Zagreb: Institut Ivo Pilar Zagreb.
- Lacković-Grgin, K. (2006). *Psihologija adolescencije*. Jastrebarsko: Naklada Slap.
- Lacković-Grgin, K. i Čubela Adorić, V. (2006). *Odabrane teme iz psihologije odraslih*. Jastrebarsko: Naklada Slap.

Marta Ljubešić, Ph. D.

Full Professor

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Appointed Full Professor: February 2, 1999

Biography

Marta Ljubešić was awarded her B.A. (1972), her M.A. (1977) and her Ph.D. (1984) in Psychology from the Department of Psychology, University of Zagreb Faculty of Humanities and Social Sciences. She participated in a post-doctoral research program at the Heidelberg University of Education, Institute of Special Education, FRG (Alexander von Humboldt Fellowship, 1986-1988). She has been employed at the Department of Speech and Language Pathology, Faculty of Education and Rehabilitation Sciences, University of Zagreb since 1973, where she has taught various courses at the undergraduate, postgraduate and doctoral level. She has published over 60 research and 30 professional papers and a university handbook. She has also edited two monographs. In 1995 she founded the Early Communication Unit, as the beginning of the future Centre for Rehabilitation at the Faculty of Education and Rehabilitation Sciences. In 2002 she founded the Developmental Neurolinguistics Lab as a research unit specialized in prelinguistic and early linguistic communication. Memberships: American Speech and Hearing Association (ASHA), German-speaking Association for Infant Mental Health (GAIMH), Croatian Psychological Association, Croatian Logopedics Association, International Association for the Study of Child Language (IASCL).

List of works published in the past five years

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- Ljubešić, M. i Brozović, B. (2002). Model dijagnostičko-savjetodavnog praćenja ranog dječjeg razvoja i podrške obitelji. *Dijete i društvo*, 4, 375-388.
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- Ljubešić, M. (2005). Obilježja komunikacije male djece s autizmom. *Hrvatska revija za rehabilitacijska istraživanja*, 41, 103-111.
- Cepanec, M. i Ljubešić, M. (2005). Pragmatički jezični poremećaj: prikaz slučaja. U *Semantika i metajezik semantike: Zbornik radova Hrvatskog društva za primijenjenu lingvistiku* (str. 165-176). Split.

Works that qualify the lecturer to teach in the degree program

- Stančić, V. i Ljubešić, M. (1994). *Jezik, govor, spoznaja*. Zagreb: Hrvatska sveučilišna naklada.
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- Ljubešić, M. (2005). Obilježja komunikacije male djece s autizmom. *Hrvatska revija za rehabilitacijska istraživanja*, 41, 103-111.

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Institute for Social Research

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Last appointment: May 23, 2005

Biography

Iris Marušić was born on May 26, 1965 in Zagreb, where she completed her primary and secondary education. She graduated from the Department of Psychology, University of Zagreb in 1989. She received her M.A in 1995 and her PhD in 1999 from the same Department, with the thesis in personality psychology. She was employed at Department of Psychology, University of Zagreb from 1991 to 2001 as a Researcher and Lecturer at the undergraduate program, teaching courses in general psychology. Since 2001 she has been a Researcher at the Institute for Social Research in Zagreb, Centre for Educational Research and Development. Her research interests include personality structure, cross-cultural studies in personality and educational psychology. She is the member of the international project team *Personality Profiles of Cultures* and *Adolescent Personality Profiles of Cultures*. She is a lecturer at the graduate program of psychology at the University of Zagreb. Iris Marušić participated in various seminars, summer schools and training programs in the field of personality psychology and education (Summer School *Personality Structure and Measurement*, Vienna 1997; Training program *Reading and Writing for Critical Thinking*, Zagreb, 2002; Summer School *Cultural Psychology: Social, Cognitive and Personality Processes*, Dubrovnik 2002; Seminar *Designing Quality Curriculum Documents: Theory and Practice*, Zagreb, 2005). She is a member of the Croatian Psychological Association, European Association of Personality Psychology and European Association for Research on Learning and Instruction.

List of works published in the past five years

- Marušić, I. (2002). Suvremeni pristupi međukulturalnim istraživanjima ličnosti. *Društvena istraživanja*, 4-5, 533-551.
- Baranović, B., Domazet, M., Hobljaj, P., Jokić, B., Jurko, S., Marušić, I. i Puzić, S. (2004). *Evaluacija nastavnih programa i razvoj modela kurikuluma za obvezno obrazovanje u Hrvatskoj*. Zagreb: Institut za društvena istraživanja – Centar za istraživanje i razvoj obrazovanja.
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Works that qualify the lecturer to teach in the degree program

- Marušić, I., Bratko, D., & Eterović, H. (1996). A contribution to the cross-cultural replicability of the five-factor personality model. *Review of Psychology*, 3(1-2), 23-35.
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- McCrae, R.R., Terraciano, A., Bratko, D., Marušić, I., et al. (2005). National character does not reflect mean personality trait levels in 49 cultures. *Science*, 310, 96-100.

Mladenka Tkalčić, Ph. D.

Associate Professor

Faculty of Philosophy, University of Rijeka, Department of Psychology

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Appointed Associate Professor: June 2005

Biography

Mladenka Tkalčić was born in 1962. She graduated in Psychology from the Department of Psychology, Pedagogical Faculty Rijeka in 1986. She was awarded her M.A. in 1990 from the Faculty of Philosophy, University of Ljubljana (thesis title *Relation between sex-role orientation and some aspects of self-concept*). She was awarded her Ph.D. in 1998 from the University of Zagreb Faculty of Humanities and Social Sciences (dissertation title *Psychoneuroimmunological aspects of alopecia areata*). She has been employed at the Department of Psychology, Faculty of Arts and Sciences, University of Rijeka since 1988, where she teaches courses in Introductory psychology, Biological psychology and Clinical neuropsychology. She was Research Assistant on the research project *Psychoneuroimmunological aspects of alopecia areata and lichen ruber planus*. Her research deals with psychoneuroimmunological aspects of dermatological diseases, asthma and allergies, biopsychosocial aspects of inflammatory and functional gut disorders and neuropsychological assessment of dementia. She is a member of the Editorial Board of the journal *Contemporary Psychology*. She is a member of the Croatian Psychological Association, Croatian Society for Neuroscience and International College of Psychosomatic Medicine. She is the President of the Croatian Society for Psychosomatic Research. She has served as the Vice Dean for Curriculum Reform at the Faculty of Arts and Sciences, University of Rijeka since 2004.

Dr. Tkalčić has participated at the following courses for the enhancement and modernization of university teaching methods and approaches:

- *Active learning and critical thinking in higher education*, University of Rijeka, academic year 2002/2003.

- *Salzburg Seminar: The Cultural, Civic and Economic Purposes of Higher Education*, Salzburg, Austria, July 2003.

List of works published in the past five years and works that qualify the lecturer to teach in the degree program

- Tkalčić, M. (1993). Psihoneuroimunologija. *Godišnjak Zavoda za psihologiju*, 2, 143-150.
- Tkalčić, M., Smojver-Ažić, S., Živčić-Bećirević, I., Bartoniček-Brgić, V. i Manestar, D. (1996). Psihoneuroimunološki aspekti astme i alergija u djece - novi pristupi liječenju. *Godišnjak Odsjeka za psihologiju*, 4-5, 77-83.
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- Pokrajac-Bulian, A., Tkalčić, M., Guina, T. i Štimac, D. (2005). Primjena transteorijskog modela u ispitivanju procesa promjene u pretilih osoba. *Psihologijske teme*, 14(2), 29-40.

Ivanka Živčić-Bećirević, Ph. D.

Associate Professor

Faculty of Philosophy, University of Rijeka, Department of Psychology

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Appointed Associate Professor: September 16, 2004

Biography

I. Živčić-Bećirević was awarded her B.A. in Psychology in 1981, her M.A. in Psychology in 1988 from the Faculty of Philosophy, University of Rijeka, and her Ph.D. in Psychology in 1995 from the University of Zagreb Faculty of Humanities and Social Sciences. She has been employed at the Department of Psychology, Faculty of Philosophy, University of Rijeka since 2000. She teaches courses in Clinical psychology II – Basics of psychotherapy and counseling, Clinical psychology practicum, Developmental psychology and Selected topics in clinical psychology.

She is a member of the Croatian Psychological Association, Croatian Psychological Chamber, American Psychological Association, and European Association for Behavioral and Cognitive Therapies. She is the President of the Croatian Association for Behavioral and Cognitive Therapies, conducting training and supervision in CBT in Croatia and Slovenia. She is the head of the Student Counseling Center at the University of Rijeka.

Her research interests include cognitive and motivational factors of students' adjustment and academic success, development of instruments for the assessment of behavioral problems from childhood to adult age.

Ivanka Živčić-Bećirević participated in the international project (Clipsee) for the advancement of teaching clinical psychology in southeastern countries, in collaboration with Ludwig Maximilian University in Munich.

She teaches a course in Counseling psychology at the graduate degree program at the Faculty of Philosophy, University of Ljubljana. She co-lectures a course in Psychological treatment at the graduate degree program in psychology at the University of Zagreb Faculty of Humanities and Social Sciences. She taught a course in Psychodiagnostics at the Department of Psychology, University of Sarajevo from 1997 to 2005. She has supervised a number of graduate theses in the field of clinical psychology, and several master's theses.

List of works published in the past five years and works that qualify the lecturer to teach in the degree program

- Živčić-Bećirević, I., & Anić, N. (2001). Automatic thoughts, school success, efficiency and satisfaction of university students. *Psihološka obzorja*, 10, 49-59.
- Živčić-Bećirević, I. (2003). Uloga automatskih misli i ispitne anksioznosti u uspjehu studenata. *Društvena istraživanja*, 12, 703-720.
- Anić, N. i Živčić-Bećirević, I. (2003). Komparativni prikaz osnovnih teorijskih pravaca u psihoterapiji i savjetovanju. U M. Biro i W. Butollo (Ur.), *Klinička psihologija* (str. 319-321). Munchen: LMU.
- Živčić-Bećirević, I. (2003). Kognitivna terapija. U M. Biro i W. Butollo (Ur.), *Klinička psihologija* (str. 267-276). Munchen: LMU.
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- Živčić-Bećirević, I., Smojver-Ažić, S. i Mišćenić, G. (2003). Problemi u ponašanju predškolske djece prema procjeni roditelja i odgojitelja. *Psihologijske teme*, 12, 63-76.
- Pokrajac-Bulian, A. i Živčić-Bećirević, I. (2004). Prevencija poremećaja u hranjenju u ranoj adolescenciji, *Medix*, 52, 67-68.
- Smojver-Ažić, S., Rački, Ž. i Živčić-Bećirević, I. (2004). Problemi u ponašanju i osobine ličnosti opomenutih i pohvaljenih učenika. *Napredak*, 146(1), 5-16.
- Pokrajac-Bulian, A., & Živčić-Bećirević, I. (2005). Locus of control and self-esteem as correlates of body dissatisfaction in Croatian university students. *European Eating Disorders Review*, 13, 54-60.

- Pokrajac-Bulian, A., Živčić-Bećirević, I., Vukmanović, S. i Forbes, G. (2005). Nezaovoljstvo tjelesnim izgledom i navike hranjenja kod studentica i njihovih majki. *Psihologijske teme*, 14(1), 57-70.
- Forbes, G.B., Adams-Curtis, L., Jobe, R.L., White, K.B., Revak, J., Živčić-Bećirević, I., & Pokrajac-Bulian, A. (2005). Body dissatisfaction in college women and their mothers: Cohort effects, developmental effects, and the influences of body size, sexism, and the thin body ideal. *Sex Roles*, 53, 281-298.
- Živčić-Bećirević, I. i Smojver-Ažić, S. (2005). Izvori stresa na poslu odgojitelja u dječjim vrtićima. *Psihologijske teme*, 14(2), 3-13.

4. 7. Teaching and research premises for the implementation of the degree program

Department of Psychology, University of Zagreb Faculty of Humanities and Social Sciences

4. 8. The optimum number of students to be enrolled in the doctoral degree program, with respect to the premises, equipment, the number of instructors, and the number of potential advisors

The maximum number of students per generation is 25. In case of more applicants, the most successful 25 applicants will be selected.

4. 9. Budget estimate for the implementation of the doctoral degree program and the study cost per student

The cost of one semester of the doctoral degree program is estimated at 10,500.00 kuna.

Financial plan: expenses for per semester of the Doctoral Degree Program in Psychology for the academic year 2006/2007, based on 25 students

TYPE OF ACTIVITY	PRICE
I. INSTRUCTION	
1. Lectures (100 x 400.00)	40,000
2. Individual tutorials (25 x 15 x 120.00)	45,000
3. Examinations (25 x 6 x 120.00)	18,000
4. Grading seminar papers (25 x 120.00)	3,000
5. Membership in boards for research plan defense (3 x 25 x 120.00)	9,000
6. Doctoral examinations (3 x 25 x 120.00)	9,000
Total instruction	124,000
II. INSTRUCTION ORGANIZATION	
1. Program coordinator (5.5 x 1,600)	8,800
2. Module coordinators (10 x 1,500)	15,000
3. Other occasional activities as required	7,250
Total instruction organization	31,050

III. INSTRUCTION MATERIAL COST	
Materials for instruction, copying, instructors' travel expenses (25 x 500.00)	12,500
Total direct cost of the program per semester	167,550
IV. IMPROVING INSTRUCTION AND INVESTMENTS	41,887.5
Total cost of the program per semester	209,437.5
Administrative overheads of the Faculty (20 %)	52,359.375
Grand total	261,796.88

The price of the Doctoral Degree Program per student per semester is 10,500.00 kuna

4.10. Financing the doctoral degree program

The Doctoral Degree Program will be financed by tuition fees paid by students from the public and private sector (outside of academic institutions), by funding obtained at public tenders of the State Foundation for Science and at other tenders, and by funding from domestic and international projects.

4. 11. The quality of the doctoral degree program:

Monitoring program quality and quality of implementation of the doctoral degree program; the role of students in assessing the degree program

Monitoring the quality of implementation of the doctoral degree program will be based on anonymous student evaluation of the program. Students will evaluate the quality of lectures, seminars and exercises and all other types of instruction. Existing experience will be used, because students of postgraduate courses in psychology have been evaluating certain aspects of postgraduate degree programs for the past ten years.

Monitoring the achievement of the objectives of the doctoral degree program (acquiring new knowledge, skills and techniques, development of skills relevant for the employment outside academic institutions, employment, alumni).

The achievement of the objectives of the Doctoral Degree Program will primarily be monitored through the number of defended doctoral dissertations. Research activity of doctoral students and recent Ph.D. graduates will be another important indicator of achievement of objectives of the Doctoral Degree Program. The interest of foreign students in the Doctoral Degree Program and in student exchange will also be used as indicators of achievement of objectives of the program.

The employment of recent Ph.D. graduates outside academic institutions primarily depends on the development of the market and its need for personnel with the highest academic degree. It is to be expected that this need in Croatia will grow, which will be another indicator of the quality of the degree program. The competitive edge of our students in the European market will be another important indicator of quality. An additional way to evaluate quality will be the involvement of doctoral students and recent Ph.D. graduates in existing and new research projects.

Institutional mechanisms for the improvement of the quality of the doctoral degree program (self-evaluation procedures, evaluation procedures, student questionnaires, program implementation success rate analysis, success rate indicators)

In addition to the abovementioned mechanisms for monitoring the quality of instruction and the quality of the entire degree program and for monitoring the achievement of program objectives, other mechanisms of quality monitoring recommended by the Faculty and the University will be implemented.

On behalf of the proposer of the Doctoral Degree
Program in Psychology,
The Coordinator of Doctoral Degree Programs in
Psychology,

Associate Professor Dinka Čorkalo Biruški