

POSTGRADUATE SPECIALIST DEGREE PROGRAM IN CLINICAL PSYCHOLOGY

1. INTRODUCTION

1.1. Rationale

Clinical psychology is one of the largest areas of applied psychology. It deals with the research, prevention, diagnostics and treatment of maladjustment and anomalous experience and behavior. The application of knowledge derived from clinical psychology contributes to the improvement of the quality of life and has a preventive and curative effect on psychological health of the individual as well as the community. Clinical psychologists apply psychological scientific knowledge in order to promote mental health and provide psychological help to individuals, families, institutions and the society as a whole.

Clinical psychology was developed in the early 20th century by including the psychometric and psychodynamic approach into practical work. The tasks of the clinical psychologist at the time boiled down to measuring individual differences, most commonly within psychiatric wards. Under the growing influence of the psychodynamic, and particularly behavioral and cognitive tradition, clinical psychology started dealing with psychological treatment, developing its own techniques which turned out to be very effective in changing behavior and preventing psychological disorders. By broadening their scope of interest from mental disorders and diseases to include problems of adaptation and people's reactions to the hardships of life, clinical psychologists have moved outside hospitals and into various organizations and the social community at large.

The modernization of the society has caused a growth in the community's needs for psychological support and help in various life situations. The modern society has become increasingly sensitive to recognizing risk behaviors and geared towards preventive action, education about psychological disorders and the possibilities of their treatment. Moreover, the demands of the modern lifestyle may cause psychological crises in many people; although these crises do not meet the criteria of psychiatric illness, they significantly lower the quality of life and the ability of adaptation of the individual and the family. Clinical psychology has at its disposal effective interventions which assist in overcoming demanding stressogenic situations and prevent any deeper psychological disorders. Current world trends indicate a great need for professionals in this field, which is growing with recent advances in the society, which leads us to expect a similar trend in Croatia.

This postgraduate specialist degree program is mandated by the complexity of clinical psychology practice and the high level of professional accountability inherent in the clinical approach. The benchmark in training clinical psychologists worldwide is a clinical psychology degree program on the postgraduate level. Various universities may differ according to the length of study; however clinical psychology is a postgraduate program at all eminent faculties, because the tasks of a clinical psychologist call for additional highly specialized competences which go beyond the general psychological education.

This specialist degree program in clinical psychology is a continuation of psychological training upon the completion of the undergraduate and graduate degree program in psychology, or upon the completion of a four-year degree program in psychology for students who studied according to programs in effect before the academic year 2005/2006.

The specialist degree program in clinical psychology is geared towards students who are holders of the title of Master's of Psychology (if they studied according to the Bologna program) or Graduated

Psychologist and Secondary School Teacher of Psychology (if they studied according to the program in effect before the academic year 2005/2006), and who work in the field of psychology. The degree program is designed to facilitate acquiring specific competencies in the field of clinical psychology; it is adapted to the specific needs arising in the labor market and is structured in accordance with the principle of lifelong learning.

1.2. Proposer's experience in conducting equivalent or similar postgraduate degree 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 15 postgraduate students was admitted in the academic year 1966/1967. 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 started teaching in the program, 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 on the relationship between attitudes and behavior, research on the capability of simultaneous action, etc. So far, the Department of Psychology has awarded 127 doctoral degrees, 182 master's degrees, and 63 specialist degrees in clinical psychology.

The new 1996 curriculum of postgraduate degree programs in psychology introduced a three-year doctoral degree program and a one-year doctoral degree program for the holders of a master's degree in psychology and a specialist master's degree in psychology, being one of the first degree programs at the University of Zagreb offering this form of postgraduate training. The introduction of the one-year doctoral degree program enabled the holders of a specialist master's degree in psychology to pursue a scientific career. The new program was developed in accordance with the principles applied in similar programs of the most eminent international universities. Fifteen or so students were enrolled in the doctoral degree program in each generation, and twenty or so students in the master's degree program. The specialist degree program in clinical psychology still admitted the largest number of students (fifteen or so students per generation). In the ten-year period since 1996/1997 a total of 227 students attended various postgraduate degree programs in psychology.

The instructors at the 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. University lecturers from all departments of psychology in Croatia and Slovenia take part in the postgraduate programs as course coordinators, guest lecturers and members of master's theses or doctoral dissertation committees. The postgraduate degree programs in psychology often organize visits from eminent scientists from Europe and the USA.

1.3. Possible partners interested in the program

Based on our 37 years of experience in conducting the specialist degree programs in clinical psychology, we expect further interest from health care institutions (both from the public and the private sector), ministries (the Ministry of Health and Social Welfare, the Ministry of the Family, Veterans' Affairs and Intergenerational Solidarity, the Ministry of Science, Education and Sports), schools, social welfare institutions and civil society associations.

The significant innovation of this postgraduate specialist degree program in clinical psychology is its lifelong learning orientation, which is evident from the openness of the program to psychologists who will not be formally enrolled in the postgraduate degree program. Compulsory and elective courses will be open to all psychologists who wish to extend their knowledge in a particular area. They will be able to take a particular course in order to acquire specific competencies and skills. This practice is geared towards practicing psychologists, who may have no need for an academic degree, but are nevertheless motivated to acquire specific competencies and skills adapted to their interests and the requirements of their jobs.

1.4. Provisions for student mobility

The comparability of the Specialist Degree Program in Psychology at the Department of Psychology of the University of Zagreb Faculty of Humanities and Social Sciences to other similar specialist degree programs in Europe and in the rest of the world, primarily the USA, enables the students to transfer ECTS credits. 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.

2. GENERAL INFORMATION

2.1. Name of program and field of study

This degree program is called Postgraduate Specialist Degree Program in Clinical Psychology.

2.2. Institution conducting the program

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 Nataša Jokić-Begić.

2.3. Length of study

The Postgraduate Specialist Degree Program in Clinical Psychology is a two-year program. In order to be conferred the academic title of Specialist in Clinical Psychology a minimum of 136 ECTS credits must be accumulated.

2.4. Admission requirements

Applicants must fulfill the following admission requirements:

- applicants must be holders of the title of Graduated Psychologist or Secondary School Teacher of Psychology (if they completed their studies according to programs which were in effect until the academic year 2005/2006), or must have completed the graduate degree program in psychology (holders of a Professional Master's degree).
- applicants must have a minimum of one year of experience in working directly with people
- applicants must be licensed to independently practice psychology, in accordance with the regulations of the country where the applicant is employed (applicants from Croatia are required to fulfill the requirements set by the Law on Practicing Psychology)

The application for the specialist degree program should contain the following:

- a Curriculum Vitae with details of professional activities, especially experience in direct contact with people and professional training
- two Letters of Recommendation: one from a professor of psychology (the future study advisor) and one from a psychologist with experience in practicing clinical psychology (the future advisor of clinical practice)
- a Letter of Motivation (detailing the reasons of applying for the specialist degree program)
- proof of being licensed to do clinical practice in everyday work. Applicants who are employed should enclose a certificate of working as a psychologist at a position which includes direct contact with people. Applicants who are unemployed should enclose a statement detailing the way in which they will do clinical work during the program (with signed statements from institution managers, institutions or other legal persons where the student plans to do practical work)
- a plan of funding their study and a written statement thereof
- their degree diploma
- a certificate/statement of being licensed to independently practice psychology

In addition to meeting all the formal criteria, applicants with more experience in clinical psychology and a higher grade point average will be selected.

2.5. Competences to be acquired in the program

This program trains psychologists to carry out the most complex tasks in the area of clinical psychology, regardless of the sector (health care, social welfare, the military, private practice, education, etc.).

Upon the completion of the degree program, students will be able to independently use demanding differential-diagnostic and counseling procedures. Their highly specialized knowledge in clinical psychology and their specialist knowledge in the neighboring disciplines, especially psychiatry, neurology and neuroscience will enable students to successfully practice clinical psychology upon the completion of the program.

This program includes developing skills in psychodiagnostics and counseling of various populations: children, adults, persons suffering from various mental and bodily illnesses. Upon the completion of the degree program, the graduates will be able to do the most demanding psychological expertise in clinical practice and make decisions upon which they are based.

Given a great number of elective courses, depending on their interests, students will acquire specific competencies in certain specialized fields of clinical practice (health care psychology, neuropsychology, clinical child psychology).

2.6. Academic degree

Upon the completion of the postgraduate specialist degree program in clinical psychology students are conferred the title of Specialist in Clinical Psychology.

3. PROGRAM DESCRIPTION

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

The degree program is structured on the basis of the ECTS credit system. There are 4 types of credits:

- credits accumulated through compulsory and elective courses
- credits accumulated through mandatory participation in clinical practice, including (1) clinical practice I – clinical seminars (guided discussions on selected issues), (2) clinical practice II – supervised clinical assessment and (3) clinical practice III – supervised psychological counseling
- credits accumulated based on the advisor’s supervision of practice throughout the degree program
- credits accumulated through other activities – preparation for the final examination, completing the specialist thesis and various professional and scientific activities

The program is based on the following principles:

- integration of theory and practice in clinical psychology
- adapting the curriculum to the individual needs of students by offering a great variety of elective courses
- experiential learning and immediate application of competences acquired during the program; this is achieved through supervision by the advisor and mandatory clinical practice
- keeping up-to-date on the latest research in clinical psychology and its neighboring disciplines by reading professional and scientific literature
- active participation in scientific and professional activities and presenting one’s own work to the professional public
- promoting ethics in practicing clinical psychology

The students are required to accumulate a total of 136 ECTS credits during the program. The credits shall be accumulated by completing requirements in compulsory courses (39 ECTS credits), elective courses (30 ECTS credits) and clinical practicum (22 ECTS credits), through supervised practice (20 ECTS credits) and by completing the final specialist thesis (15 ECTS credits). The remaining 10 ECTS credits may be accumulated through various types of scientific and professional activities.

Student requirements in the Postgraduate Specialist Degree Program in Clinical Psychology with regard to the number of hours and ECTS credits

| TYPE OF ACTIVITY | HOURS | ECTS |
|---|--------------|-------------|
| Compulsory courses | 200 | 39 |
| Elective courses | 140 | 30 |
| Clinical practicum | | |
| <i>CLINICAL PRACTICUM I</i> | 30 | 5 |
| <i>CLINICAL PRACTICUM II</i> | 40 | 10 |
| <i>CLINICAL PRACTICUM III</i> | 30 | 7 |
| Supervised clinical work | 100 | 20 |
| Other professional and scientific activities | | 10 |
| Final paper | | 15 |
| Total | 540 | 136 |

Compulsory and elective courses are grouped into areas which cover the main objectives of clinical psychology and areas which relate to organizational and ethical aspects of practicing clinical psychology. The main objectives of clinical psychology include research, prevention, psychodiagnostics, treatment of maladjustment and anomalous experience and behavior.

The compulsory courses are harmonized with the main objectives, and a choice of electives individualizes the program to cater for the student's specific needs. This guarantees acquiring the level of competence required to practice various approaches in the field of clinical psychology. Although the field belongs to applied psychology, the curriculum emphasizes the importance of a science-based approach in diagnostics, prevention and treatment (an approach based on scientific data and knowledge).

The research aspect of clinical psychology practice is incorporated in nearly all of the courses, by keeping up-to-date with all the latest international and Croatian knowledge and by following the tradition of the so-called Zagreb School of Psychology. One of the compulsory courses, Clinical Practicum I, and a number of electives offered at the specialist and/or doctoral degree program in psychology, require the student to keep up-to-date with the latest scientific literature and to design their own research adapted to the particular characteristics of clinical psychology.

The prevention aspect is represented in the compulsory course which deals with the protection of mental health in the community. Prevention activities are also dealt with in numerous courses, where they are viewed through the specific characteristics of particular groups (age groups, gender groups, different health status). Protective factors which contribute to mental health and the quality of life in a lifelong perspective are additionally emphasized in courses dealing with the etiology of psychological disorders.

The psychodiagnostic aspect of practice is dealt with in the largest number of compulsory courses. The tasks of a clinical psychologist are based on psychodiagnostic assessment, which includes the detection, identification, assessment and categorization of psychological and behavioral disorders. The expertise necessary for the appropriate use of psychodiagnostic procedures requires integrating knowledge from various areas of psychology and developing skills in applying the diagnostic interview, observation, applying psychodiagnostic instruments and integrating knowledge about the client into a broader psychopathological system. Moreover, the psychodiagnostic procedure must be adapted to the client's developmental level (e.g. whether the client is a child or an adult), psychopathological disorder (e.g. whether it is a psychological or an organic disorder) and any other client's characteristics. These complexities of practicing clinical psychology are reflected in compulsory courses, supervised work and Clinical Practicum II.

The intervention and treatment aspect of practicing clinical psychology are reflected in one compulsory course, Clinical Practicum III and several elective courses. It is not the aim of this degree program to develop students' psychotherapeutic and specialist counseling skills (psychotherapy training is offered by various therapy schools and takes years, and counseling competences are acquired in special postgraduate specialist degree programs). On the contrary, the aim of this degree program is to develop the basic skills needed by every clinical psychologist, along with elements of psychological interventions: communication with the client and his/her family, specific aspects of communicating with people with various psychological or physical disorders, specific aspects of communicating with children and adolescents, communicating the findings of the assessment, planning and suggesting interventions.

The area which is originally left out of the definition of clinical psychology, but which belongs to the set of basic competencies of a clinical psychologist, refers to ethical and organizational aspects. Ethical issues will be dealt with in a compulsory course, although all courses will emphasize the importance of ethical action. Organizational aspects will be dealt with in elective courses.

List of compulsory and elective courses

| AREA | COURSE/COORDINATORS/INSTRUCTORS | STATUS | HOURS | ECTS |
|-------------------|---|------------|-------|------|
| Research | Research methods in clinical psychology prof. dr. sc. Vladimir Kolesarić | compulsory | 15 | 3 |
| | Diagnostics and treatment evaluation doc. dr. sc. Vesna Buško | compulsory | 15 | 3 |
| | Selected Topics In Contemporary Psychology Of Emotions And Motivation prof. dr.sc. Zvonimir Knezović | Elective | 15 | 3 |
| | Genetics and psychopathology prof.dr.sc. Denis Bratko | elective | 15 | 3 |
| Prevention | Community mental health promotion prof.dr.sc. Dean Ajduković | compulsory | 15 | 3 |
| | Psychology of children with developmental difficulties and people with disability dr. sc. Gorka Vuletić-Mavrinac | elective | 10 | 2 |
| | Psychological interventions for older people prof. dr. sc. Jasminka Despot Lučanin | elective | 10 | 2 |
| | Gender perspective in psychopathology prof. dr. sc. Alessandra Pokrajac-Bulian | elective | 10 | 2 |
| | Health psychology in children dr. sc. Mirjana Pibernik-Okanović | elective | 10 | 2 |
| | Health psychology in adults dr. sc. Mirjana Pibernik-Okanović | elective | 10 | 2 |
| | Psychology of sexuality doc. dr. sc. Gordana Kuterovac Jagodić | elective | 15 | 3 |
| | Social cognition and mental health prof. dr. sc. Željka Kamenov | elective | 15 | 3 |
| | Close relationships and mental health prof. dr. sc. Željka Kamenov | elective | 15 | 3 |
| Psychodiagnostics | Adult psychopathology prof. dr. sc. Dražen Begić | compulsory | 10 | 2 |
| | Child and adolescent psychopathology prof. dr. sc. Anita Vulić-Prtorić | compulsory | 15 | 3 |
| | Clinical interview and monitoring prof. dr. sc. Ivanka Živčić-Bećirević | compulsory | 15 | 3 |
| | Assessment of cognitive abilities in persons with psychiatric and neurological disorders prof. dr. sc. Predrag Zarevski | compulsory | 15 | 3 |
| | Personality assessment prof. dr. sc. Nataša Jokić-Begić | compulsory | 15 | 3 |
| | Psychological report prof. dr. sc. Nataša Jokić-Begić | compulsory | 15 | 3 |
| | Clinical assessment of children doc. dr. sc. Gordana Kuterovac Jagodić | compulsory | 20 | 4 |
| | Neuropsychological assessment prof. dr. sc. Meri Tadinac | elective | 15 | 3 |

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|--------------------------------|--|------------|----|---|
| | Assessment of work capacity of persons with psychiatric and neurological illnesses prof. dr. sc. Darja Maslić-Seršić | elective | 15 | 2 |
| Treatment | Psychological intervention and treatments prof. dr. sc. Lidja Arambašić | compulsory | 10 | 2 |
| | Counseling principles and skills prof. dr. sc. Lidija Arambašić | compulsory | 30 | 5 |
| | Psychological counseling of children, youth and parents prof. dr. sc. Lidija Arambašić | elective | 15 | 3 |
| | Biological perspective in treatment of psychiatric disorders prof. dr. sc. Vlado Jukić | elective | 10 | 2 |
| | Neurological diseases, diagnostics and rehabilitation prof. dr. sc. Meri Tadinac | elective | 20 | 4 |
| Ethics and organization | Ethical issues of clinical assessment prof. dr. sc. Vladimir Kolesarić | compulsory | 10 | 2 |
| | Teamwork prof. dr. sc. Darja Maslić-Seršić | elective | 15 | 2 |

In addition to the elective courses listed above, students will be able to take courses from the postgraduate doctoral degree program in psychology and from other postgraduate degree programs, depending on their individual educational aims and needs.

Practical courses

Students are required to take three practical courses:

1. **CLINICAL PRACTICUM I – CLINICAL SEMINAR** - guided discussions about relevant theoretical topics and presentation of the latest research in clinical psychology; students will prepare for the classes by reading literature. The seminar will consist of discussions on predetermined topics, and each student's progress will be evaluated. The basic aim of this type of course is for students to acquire theoretical knowledge, and to critically examine various issues in clinical psychology. The topics for the seminar will be determined separately for each generation of students. The topics for the first generation of students include: Biopsychosocial perspective on the appearance and consequences of family violence, The phenomenon of depressive realism, Attention disorder in the lifelong perspective and Conversation as a form of psychological help. Clinical seminars are offered on the first and second year of study. They will be taught by lecturers and collaborators of the postgraduate specialist degree program. The total number of hours is 30 (15 per year), with a total of 5 ECTS credits
2. **CLINICAL PRACTICUM II – SUPERVISED PROCESS OF CLINICAL ASSESSMENT** – experiential teaching of the process of clinical assessment. The aim of this seminar is to practice integrating various types of data which have been gathered through clinical assessment in a coherent whole which corresponds with the purpose of the assessment. Each student will be required to present four complete processes of clinical assessment (two for adult clients and two for children/adolescents). Supervision will be done

in groups, by lecturers and collaborators of the postgraduate specialist degree program. The supervised process of clinical assessment is offered on the first and second year of study, and the total number of hours is 40 (20 per year), with a total of 10 ECTS credits.

- 3. CLINICAL PRACTICUM III – SUPERVISED PROCESS OF PSYCHOLOGICAL COUNSELING** – experiential teaching of planning and implementing psychological counseling as a regular activity of a clinical psychologist. Each clinical assessment concludes with a psychological intervention which varies from case to case depending on the diagnostic criteria, possibilities of therapy and prognosis. Sometimes it includes «merely» recommendations or instructions, which may be written, and if they are oral they must be given in accordance with the principles of psychological counseling and by applying counseling skills. However, upon the completion of the diagnostic assessment process, the clinical psychologist may continue the psychological counseling process with the client, for a certain period of time. In both cases it is necessary to have theoretical knowledge and be aware of new scientific advances, and have highly developed communicative and counseling skills. The aim of this course is to develop the skills of selecting and practicing the adequate form of psychological counseling (including the process of giving recommendations to the client to seek psychological counseling with another counselor). The course will be carried out in small groups, in accordance with the principles of supervision, and will include various forms of instruction (case presentations, role-playing etc.). It will be taught by lecturers and collaborators of the postgraduate degree program. Clinical Practice II is offered on the second year of study, with a total of 30 hours and 7 ECTS credits.

Supervised clinical work

At the beginning of the program each student will be appointed an advisor to monitor the student's clinical work. The advisor will monitor the development of competences in several areas: the interviewing skill, the skill of applying and interpreting psychodiagnostic instruments, the skill of integrating clinical assessment data, the skill of giving recommendations, communicative skills, the skill of integrating theoretical and practical knowledge and the skill of critical thinking.

The student works with the advisor throughout the two years of study, meeting with the advisor for 5 individual hours per month on a regular basis. Regular meetings permit individual student monitoring and development of specific competences which correspond to the student's individual needs.

Advisors will be appointed by the Council of the Postgraduate Degree Programs in Psychology. The advisor shall be a holder of a Master's of Science in Psychology or a holder of a Specialist Master's in Clinical Psychology and/or a psychologist with at least a 10-year experience in the area of clinical psychology. The proposer's extensive experience in organizing postgraduate specialist degree programs in clinical psychology has resulted in a network of clinical psychologists – advisors in nearly all regions of the Republic of Croatia. Students will take part in selecting their advisor.

All advisors are required to meet with the coordinator of the postgraduate specialist degree program at least twice during an academic year in order to ensure systematic monitoring of the realization of educational goals and to strengthen the link between the theoretical and practical part of instruction. During the meeting the advisor shall report on the student's progress in realizing his/her educational goals.

The student is required to prepare reports on his/her clinical work.

During the two years of study the student is required to have a total of 100 hours of supervised teaching, which amounts to a total of 20 ECTS credits.

Other professional and scientific activities

The remaining 10 ECTS credits may be accumulated through various professional and scientific activities. Students will be encouraged to accrue ECTS credits by presenting their work at conferences and other professional and scientific assemblies, participating in professional panels, publishing articles in scientific and professional journals etc.

The student may accumulate 10 ECTS credits doing one of the following activities:

| Activities | Status | ECTS |
|--|----------|--|
| Presentation at a conference | Elective | 5 (national), 8 (international) |
| Review paper – individual or co-authored | elective | 8 (Croatian reviewers), 12 (international reviewers) |
| Research paper in a journal/book – individual or co-authored | elective | 8 (Croatian reviewers), 12 (international reviewers) |
| Presenting one's own work to members of the Department and colleagues | elective | 2 |
| Presenting one's own work at a professional meeting of the institution where the student is employed | elective | 2 |
| Public lecture on a topic connected with the student's specialist work | elective | 2 |
| Lecture at one of the professional sections | elective | 2 |
| Workshop with a topic from the area of clinical psychology | elective | 5 |

The detailed curriculum of the postgraduate degree program is a document proposed by the Council of Postgraduate Degree Programs of the Department of Psychology, and is subject to approval by the Council of the Postgraduate Degree Programs of the Faculty of Humanities and Social Sciences. In order to reach the highest level of quality, the Council of the Postgraduate Degree Programs of the Department of Psychology may initiate changes in the curriculum of up to 10% of contact hours, subject to approval by the Council of the Postgraduate Degree Programs of the Faculty of Humanities and Social Sciences.

3.2. Description of courses

Course descriptions are enclosed in Appendix 1.

3.3 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

During the two years of study the student is required to accumulate a total of 136 ECTS credits by taking courses and completing other types of activities as laid down in the program.

Student's progress is monitored by two advisors: a clinical practice advisor and a study advisor. The process of appointment of the clinical practice advisor has been described in the previous section. The study advisor may be a lecturer of psychology who teaches at one of the postgraduate degree programs offered by the Department of Psychology in Zagreb. The study advisor shall monitor and guide the academic progress of the student by providing help in the selection of elective courses and other types of activities in the specialist degree program, which will enable students to create an individual program of study and specialize in a particular field. The study advisor will also act as the advisor in writing the final specialist paper.

The two advisors make up a two-member board to monitor the student's work. The task of the board is to help the student in choosing elective parts of the program and guide his/her professional growth and development, according to his/her needs and professional interests. By the end of the first year the student is required to draw up an individualized program of study with the help of his/her advisor. The

individual programs of study are subject to approval by the Council of Postgraduate Degree Programs in Psychology.

In order to be admitted into the second year of study students are required to: (1) complete all requirements in compulsory courses from the first year of study, (2) complete all supervised clinical practice requirements, which is attested by the advisor's first and second signature and (3) pay all expenses.

The student may take the final examination upon completing all requirements, passing all examinations and paying all expenses.

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

Students may accumulate up to 15 ECTS credits by taking courses/modules at other doctoral degree programs or specialist study programs in Croatia and abroad.

Given below is a list of elective modules and courses from the doctoral degree program in psychology that the students may take as electives in the Postgraduate Specialist Degree Program in Clinical Psychology:

| COURSES | COORDINATORS | HOURS | ECTS |
|--|--|--------------|-------------|
| Qualitative methodology | (Full Professor D. Ajduković) | 15 | 4 |
| Meta-analysis | (Full Professor V. Kolesarić) | 15 | 4 |
| Testing statistical hypotheses | (Assistant Professor D. Ivanec) | 15 | 4 |
| Contemporary approaches to test theory: models and applications | (Assistant Professor D. Ljubotina) | 15 | 4 |
| Consciousness, attention and memory | (Full Professor P. Zarevski) | 15 | 4 |
| Metacognition and intelligence | (Full Professor P. Zarevski) | 15 | 4 |
| Attention, perception and motoric behavior – integrated approach | (Assistant Professor D. Ivanec) | 15 | 4 |
| Genetics and personality | (Associate Professor Denis Bratko) | 15 | 4 |
| Personality and intellectual competence | (Associate Professor Denis Bratko) | 15 | 4 |
| Evolutionary psychology | (Associate Professor I. Kardum) | 15 | 4 |
| The cognitive approach in social psychology | (Associate Professor Ž. Kamenov) | 15 | 4 |
| Research approaches to close relationships | (Associate Professor Ž. Kamenov) | 15 | 4 |
| The individual and social change | (Associate Professor D. Čorkalo Biruški) | 15 | 4 |

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|--|--|----|---|
| Contemporary approaches to the research of motivation to learn | (Full Professor V. Vizek-Vidović) | 15 | 4 |
| Neurotransmitter systems | (Associate Professor M. Tadinac) | 15 | 4 |
| Psychoneuroimmunology | (Associate Professor M. Tkalčić) | 15 | 4 |
| Functional organization of the brain | (Associate Professor M. Tadinac) | 15 | 4 |
| Evolution of the nervous system and behavior | (Associate Professor M. Tadinac) | 15 | 4 |
| Psychoneuroendocrinology | (Associate Professor M. Tadinac) | 15 | 4 |
| Recent theories and methods in the study of human development | (Associate Professor G. Keresteš) | 15 | 4 |
| New insights in the psychology of childhood and adolescence | (Full Professor M. Ljubešić) | 15 | 4 |
| Recent trends in the psychology of adulthood and aging | (Full Professor K. Lacković-Grgin) | 15 | 4 |
| Family as a context of development | (Associate Professor G. Keresteš) | 15 | 4 |
| Developmental risks, resilience and psychopathology | (Assistant Professor G. Kuterovac Jagodić) | 15 | 4 |
| Work and mental health | (Associate Professor D. Maslić Seršić) | 15 | 4 |
| Integrative approach to the origin of mental disorders | (Associate Professor N. Jokić Begić) | 15 | 4 |
| Evaluation of psychological interventions and treatment | (Associate Professor I. Živčić-Bećirević) | 15 | 4 |
| Specific features of methodology in clinical research | (Associate Professor N. Jokić-Begić) | 15 | 4 |

Students will be encouraged to take a part of elective courses from the Doctoral Degree Program, because this enables functional integration of scientific, research and practical programs.

Students may also take electives offered at other postgraduate degree programs, subject to approval by the student's advisor. 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 course requirements. Upon consultation with the clinical practice advisor, the study advisor shall grant or refuse the request, allocate ECTS credits based on the student workload, and shall submit a report to the Council of the Postgraduate Degree Programs.

3.5. 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. (see section 3.4.).

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

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

3.7. 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. The comparability of the postgraduate specialist degree program in Clinical Psychology offered at the Department of Psychology of the Faculty of Humanities and Social Sciences with other similar specialist programs in Europe and worldwide, especially the USA, makes it possible for students to transfer ECTS credits. A student who has started the specialist degree program at some other University and wishes to continue studying at this program may apply to the Council of the Postgraduate Degree Programs in Psychology, which shall set out the requirements for the student to continue studying.

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

Upon the completion of a part of the program (fulfilling all requirements for a course) the student is entitled to a certificate of completion of part of the program listing 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 the completion of the program, in the specialist diploma supplement.

Compulsory and elective courses will be available to psychologists who have not been formally enrolled in the postgraduate degree program, but are interested in acquiring detailed knowledge in a particular field. They will be allowed to take a particular course in order to acquire specific competences and skills. The requirements for a course shall be identical to the requirements for full-time specialist degree program students. Upon the completion of all requirements, attendees will be issued a certificate of completion of part of the program and of the accumulated ECTS credits. If they decide to enroll in the specialist degree program as full-time students, the credits they accumulated by taking individual courses will be recognized (credits expire after 5 years). Clinical practice courses and supervised clinical practice shall be offered only to full-time students of the postgraduate specialist degree program.

There are several advantages making courses available to psychologists who have not been formally enrolled in the postgraduate degree program:

- application of the principle of completely individualized lifelong learning in clinical psychology, adapted to the needs of the individual and his/her job
- psychologists are encouraged to undergo professional training, and the possibility of accumulating ECTS credits will serve as encouragement to enroll in the postgraduate degree program

- financial support to the program, because individual courses will be priced according to the market price of training. The training may be registered with the Croatian Psychological Chamber, which means that it has a professional as well as a scientific component.

3.9. Degree program completion, i.e. approval of the specialist thesis proposal and specialist thesis evaluation and defense

The degree program is completed by taking an examination which consists of two parts: (1) examination of practical skills and (2) defense of a specialist thesis.

The examination of practical skills aims at examining all of the acquired skills of clinical assessment, and is done through an experiential workshop. The student is required to show his/her interviewing skill, the skill of selecting and applying psychodiagnostic instruments, integrating collected data, writing a report about the results of clinical assessment and basic psychological counseling skills. All of these elements will be examined during an experiential workshop which will simulate the process of clinical assessment, with lecturers and collaborators taking the role of clients and independent observers. The assessment of practical skills is based on a critical and elaborated self-assessment by the student and the feedback of the «teacher-client» and the «teacher-independent observer». The examination is graded as «pass» or «fail». Passing the practical skills examination is a prerequisite to defend the specialist thesis.

The process of writing the final specialist thesis starts at the beginning of the second year of study, when the student is required to select a topic for his/her specialist thesis upon consultation with the advisor. The aim of the specialist thesis is for the student to show his/her highly professional knowledge, which is to be reflected in independently selecting and integrating relevant information about a particular topic, organizing the information in a coherent way, and writing in accordance with the standards of scientific and professional journals. The specialist thesis may be a theoretical review of a selected area of clinical psychology, a case study or empirical research in the area of clinical psychology.

The defense of the specialist thesis shall be public, and shall be completed before the members of the Board of Referees appointed to evaluate the defense of the specialist thesis. The Board of Referees shall have at least three members. The members of the Board of Referees shall be appointed after the specialist thesis has been submitted. The thesis shall be submitted in (at least) three unbound copies. If the Board of Referees consists of more than three members, the thesis shall be submitted in the corresponding number of copies. The study advisor may not be the Head of the Board of Referees, but must be its member. The thesis is evaluated in a written report, subject to approval by the Council of the Postgraduate Degree Programs in Psychology and the Faculty Council. Upon approval of the thesis evaluation, the student shall publicly defend the thesis. The Board of Referees shall decide whether the student has successfully defended his/her thesis.

3.10. The maximum length of study

In accordance with the recommendation of the Rector's Collegium, the maximum length of study in the specialist degree program is four years for full-time students, starting with the first day of classes in the first year. Students may apply for an extension, and the extension shall be granted by the Council of the Postgraduate Degree Programs in Psychology in case of legitimate reasons.

4. STUDY CONDITIONS

4.1. Facilities

The Specialist 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.

Supervised clinical practice shall be carried out at the facilities listed in Appendix 3, and elsewhere, depending on the needs and possibilities of students and advisors.

4.2. Details of research facilities and equipment

The institution conducting the Specialist 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 soundproof 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 Center for Psychodiagnostic Instruments (CPI) has a database of psychological instruments available for students, which is also the case with the Laboratory for Experiments. 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 course coordinators are instructors at the Department of Psychology, University of Zagreb Faculty of Humanities and Social Sciences. In addition to them, the courses are taught by lecturers from the Department of Psychology in Rijeka and Zadar, lecturers from the Medical School in Zagreb and good clinical practitioners.

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

All instructors for particular courses are given in section 3.1. and in the description of each course. If there are collaborators on a particular course, their names are also mentioned in the course description.

The list of collaborators will be changed from generation to generation, because we expect active participation of future specialists in clinical psychology in the program.

Collaborators for the first generation of students and institutions where they are employed:

| NAME | INSTITUTION |
|--------------------------------|--|
| Nada Anić, MSc | Croatian Association for Behavioral and Cognitive Therapy |
| Snježana Bilać, MSc | Special Hospital for the Protection of Children at Neural Risk and Motoric Disorders, Zagreb |
| Slavka Galić, MSpec | Neurology, Psychiatry and Clinical Psychology Department General County Hospital Požega |
| Marina Grubić, MSc | Pediatric clinic, Rebro University Hospital, Zagreb |
| Mirjana Pibernik-Okanović, PhD | The Vuk Vrhovac University Hospital for Diabetes, Endocrinology and Metabolic Diseases, Zagreb |

| | |
|------------------------|---|
| Valerija Haupfeld, MSc | Neurosurgery Clinic, Rebro University Hospital, Zagreb |
| Bruna Profaca, MSc | Special Hospital for the Protection of Children with Neurodevelopmental and Motor Disorders |
| Ivan Vračić, MSc | Ministry of Defense, Medical Company, Zagreb |

4.4. Instructor biographies and other data:

Details about all instructors are given in Appendix 2.

4.5. Premises (teaching, research and professional bases) available for the program, permissions of heads of institutions where the program will be taking place, certificate confirming the necessary equipment and premises, and a list of collaborators (along with their qualifications) taking part in the study activities (teaching, research and professional activities)

Teaching and research premises and collaborators are given in Appendix 3.

4.6. List of collaborators, potential advisors, supervisors or mentors of the specialist thesis

List of collaborators is given in section 4.3., and the list of potential clinical practice advisors is given in Appendix 3. University instructors of psychology teaching at postgraduate degree programs in psychology may act as advisors for the final thesis. Details about all instructors are given in Appendix 2.

4.7. The optimum number of students to be enrolled in the doctoral degree program

The optimum number of students per generation is 20. In case of more applicants, 20 applicants will be selected on the basis of criteria listed under 2.4.

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

The cost of one year of the specialist degree program in clinical psychology is estimated at 30,000 kuna.

4.9. Monitoring program quality and quality of implementation of the doctoral degree program

The quality of implementation of the specialist degree program in clinical psychology will be monitored by using anonymous student evaluation of the program. Students will evaluate the quality of lectures and all other forms of instruction. Moreover, teachers and collaborators will be doing self-evaluations; students will be doing self-evaluations of their progress, etc. Quality will be monitored on the course level and program level.

Appendix 1
Course descriptions

Course title: **RESEARCH METHODS IN CLINICAL PSYCHOLOGY**

Name of lecturer: Professor Vladimir Kolesarić

Course contents

Possibilities and specific issues in clinical psychology research. Case study – methodology issues, advantages, limitations, the ability/inability to generalize, selecting a case. Research with few subjects and a single subject. Longitudinal research.

Course objectives

Students will be able to critically read the contemporary literature in clinical psychology. They will understand the strengths and limitations of research with a small number of subjects, and the issues in longitudinal research. They will be able to plan and do independent research in clinical psychology.

Teaching methods

15 hours of teaching: lectures, exercises and seminars.

Required reading

- Shaughnessy, J. J. & Zechmeister, E.B. (1994). *Research methods in psychology*. New York: McGraw-Hill, Inc.
- Breakwell, G.M., Hammond, C.F-S. & Smith, J.A. (2006). *Research methods in psychology*. London: SAGE Publications.
- Howitt, D. & Ceamer, D. (2005). *Introduction to research methods in psychology*. London: Pearson; Prentice Hall.

Recommended reading

- Banyard, P. & Grayson, A. (1996). *Introducing psychological research*. London: MacMillan Press Ltd.
- Lindsay, S.J.E. & Powell, G.E. (Eds.)(1995). *Clinical adult psychology*. London: Routledge.
- Sundberg, N.D., Tyler, L.E. & Taplin, J.R. (1973). *Clinical psychology: Expanding horizons*. New York: Appleton-Century-Crofts.

Number of ECTS credits

3 ECTS credits

Assessment methods

Written, including results of seminar papers and exercises

Quality assurance

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

Requirements

Students are required to attend lectures and exercises and complete a seminar paper.

Course title: **DIAGNOSTICS AND TREATMENT EVALUATION**

Name of lecturer: Vesna Buško, PhD

Course contents

Basic concepts in treatment evaluation. Types of psychosocial interventions and the meaning of their evaluation. The psychodiagnostic process as an object of evaluation. Theoretical, methodological and applied aspects of treatment evaluation. Rationale of evaluation procedures. Types and models of program evaluation. Evaluation research designs. Planning the evaluation process (deciding on aims and objectives, criteria and standards for the evaluation of program outcomes and effectiveness, choice of research design, sources and ways of evaluation data collection, data analyses). The process of selection, application, and evaluation of a set of psychological instruments for diagnostic purposes. Reporting on evaluation results (the structure and the elements of an evaluation report, adjustment to users).

Course objectives

The aim of this course is to enable students to: (a) use individual and team-work in planning and designing evaluation research, (b) implement program evaluation pertaining to a set of psychodiagnostic methods and/or a specific clinical treatment, and finally, (c) make an informed interpretation of the results of evaluation procedures and communicate them.

Teaching methods

15 hours of teaching including lectures, seminars, students' presentations and discussion groups.

Required reading

- AEA, APA i NCME (2006). *Standardi za pedagoško i psihološko testiranje [Standards for Educational and Psychological Testing]*. Jastrebarsko: Naklada Slap.
- Kulenović, A. (1996). *Evaluacija psihosocijalnih intervencija [Evaluation of Psychosocial Interventions]*. U: Pregrad, J. (Ur.) *Stres, trauma, oporavak* (269-291). Zagreb: Društvo za psihološku pomoć.
- Posavac, E. J., & Carey, R. G. (2003). *Program Evaluation - Methods and Case Studies*. (6th ed.). New Jersey: Prentice Hall.

Recommended reading

- Rossi, P. H., Lipsey, M. W., & Freeman, H. F. (2003). *Evaluation*. London: Sage.
- Owen, J. M., & Rogers, P. J. (1999). *Program evaluation: Forms and approaches*. London: Sage.
- Rosekrans, F. (1990). Psihoterapija s gledišta nespecifičnih rezultata i uvjeravanja. *Primijenjena psihologija, 11*, 36-46.
- Jackson, C. (2000). *Psihologijsko testiranje [Psychological Testing]*. Jastrebarsko: Naklada Slap.

Number of ECTS credits

3 ECTS credits.

Assessment methods

Written examination in essay-form, containing a proposal of evaluation research design pertaining to a clinical treatment or a set of psychodiagnostic techniques applicable in clinical settings.

Quality assurance

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

Requirements

Students are required to attend lectures and seminars, including presentations of evaluation project proposals.

Course title: SELECTED TOPICS IN CONTEMPORARY PSYCHOLOGY OF EMOTIONS AND MOTIVATION

Name of lecturer: Zvonimir Knezović, PhD

Course contents:

Selected topics in the area of most contemporary theories of and research into emotions and motivation on which, in the most explicit sense, contemporary clinical psychology relies. The course involves a survey of some of the most important theories of and research into the psychology of emotions: R. Lazarus' stress and emotion theory, 1999; N. Frijda's theory of emotion as action readiness, 2007; Neuroscience and emotions according to Joseph LeDoux's research from 2002; New version of Watson-Tellegen's theory of positive and negative affects. Relevant information concerning the latest studies of some particularly relevant clinical and psychological issues will be presented, such as, for example, the relation between emotions and cognition; emotional conditioning; emotions and psychotherapy; a survey of most recent instruments for measuring emotions (FACS, PANAS-X), etc.

Moreover, a similar review of recent theories and studies in the area of motivation will be presented (Deci-Ryan's theory of self-determination from 2000; newer versions of Seligman's theory of helplessness and positive psychology; theories on the Self-concept; new theories of stress). Special attention will be given to the interpretation of contemporary views on the very close connection of emotions and motivation.

Course objective:

Students will become familiar with some clinically especially relevant areas using the most recent theories, studies, and measurements from the contemporary psychology of emotions and motivation. Understanding these areas is necessary in order to be able to keep up to date with the growing current literature and to be able to apply the acquired knowledge and skills more efficiently in clinical practice. Furthermore, the knowledge is very useful in planning and implementing clinical and research projects.

Teaching methods

15 hours of lectures, seminars and practical demonstrations of instruments used in measurements.

Required reading

1. *Reeve, J.* (2005). *Understanding motivation and emotions*. New York: Wiley. translation: Jastrebarsko-Slap, 2007

Recommended reading:

1. Oatley, K, i Jenkins, J. M. (1998). *Understanding Emotions*. (Razumijevanje emocija. Prijevod: Slap, 2003).
2. Beck, R.C. (2000). *Motivacija : teorija i načela*. (Motivation: Theories and Principles. Fourth Edition) prijevod : Slap, 2003

Number of ECTS credits:

3 ECTS credits.

Assessment methods:

Written examination

Quality assurance:

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

Course title: GENETICS AND PSYCHOPATHOLOGY

Name of lecturer: Professor Denis Bratko

Course contents

Basic theoretical issues in behavioral genetics. The introduction to the theory of quantitative genetics. Behavioral genetics methods. Quantitative genetics and psychopathology. Threshold model (of distribution of risk genes). Endophenotypes. Behavioral genetic research of psychopathological disorders, behavioral disorders and addictions: schizophrenia, affective disorders, attention disorders, aggressive behavior, alcoholism, smoking and other addictions. The personality and psychopathology. Molecular genetics and psychopathology.

Course objectives

Upon the completion of the course students will have basic theoretical knowledge in the field of behavioral genetics and will understand the contribution of genetics to various psychopathological conditions and behavioral disorders. They will be able to read literature in the area of genetic research of behavioral disorders and psychopathology.

Teaching methods

15 hours of lectures, seminars and discussion groups.

Required reading

- Plomin, R., DeFries, J.C., McClearn, G.E. & McGuffin (2001). *Behavioral Genetics (4th ed.)*. New York: Worth Publishers.
- Plomin, R., DeFries, J.C., Craig, I. & McGuffin, P.(Ur.) (2003). *Behavioral Genetics in the Postgenomic Era*. Washington, D.C: APA.

Recommended reading

- Braff, D., Schork, N.J. & Gottesman, I.I. (2007). Endophenotyping schizophrenia. *American Journal of Psychiatry*. 164(5),705-707,
- Broekman, B.F.P., Olf. M. & Boer. F. (2007). The genetic background to PTSD. *Neuroscience & Biobehavioral Reviews*. 31(3), 348-362.
- Caspi, A. & sur. (2003). Influence of Life Stress on Depression: Moderation by a Polymorphism in the 5-Htt Gene. *Science*, 301, 386-389.
- Hasler, G., Drevets, W.C., Gould, T.D., Gottesman, I.I. & Manji, H.K. (2006). Toward constructing an endophenotype strategy for bipolar disorders. *Biological Psychiatry*. 60(2), 93-105.
- Jaffee, S.R. & Price, T.S. (2007). Gene-environment correlations: a review of the evidence and implications for prevention of mental illness. *Molecular Psychiatry*, 12(5), 432-442,

Number of ECTS credits:

3 ECTS credits

Assessment methods

Written assignment on a topic in the field.

Quality assurance

Anonymous evaluation by students using a standardized protocol.

Student requirements

Attendance, participation in discussions during lectures, completion of assignment.

Course title: COMMUNITY MENTAL HEALTH PROMOTION

Name of lecturer: Professor Dean Ajduković, PhD

Course contents

Culture, community experiences, social processes and mental health. The community context of mental health risk and protective factors for individuals, families and groups. The role of institutions in the protection of mental health. Models and programs for the promotion of mental health. Family interventions and mental health. Development of innovative community intervention programs. The pyramid of psychosocial services in the community and mobilization of resources for the protection of mental health. Issues in evaluating the effectiveness of mental health promotion programs. The role of a network of cooperation among community resources.

Course objectives

After completing the course, the students will:

1. Understand the role of the community as a set of risk and protective factors for mental health.
2. Be familiar with different models and interventions for mental health promotion.
3. Be able to participate in planning community mental health promotion.
4. Be able to plan and implement community psychosocial interventions for the protection of mental health.

Teaching methods

A total of 15 hours of teaching, including interactive lectures with discussion (10 hours), exercises (5 hours), individual work on a project and individual tutorials.

Required reading

- Rosenberg, J. (2006). *Community mental health: Challenges for the 21st century*. Brunner: Routledge.
- *Promoting mental health – concepts, emerging evidence, practice* (2004) A report of the WHO, Department of Mental Health and Substance Abuse. Geneva: World Health Organization.

Recommended reading

- Berger, E. (2005). *From research to effective practice*. Proceedings of the third World Conference on the Promotion of Mental Health and Prevention of Behavioral Disorders, September 15-17, 2004. Rockville, MD: Mental Health Services Administration.
- Horwitz, A.V. & Scheid, T.L. (1999)(Ur.). *The study of mental health: Social contexts, theories and systems*. Cambridge: Cambridge University Press.
- Keleher, H. & Armstrong, R. (2005). *Evidence-based mental health promotion resource*. Melbourne: Department of Human Services.
- *Mental health in a changing world: The impact of culture and diversity* (2007) Springfield, VA: World Federation for Mental Health (www.wfmh.org)
- *Mental health promotion: A quality framework* (1997) London: Health Education Authority.

Number of ECTS credits:

3 ECTS credits

Assessment methods

Evaluation of the individual project.

Quality assurance

Anonymous evaluation by students using a standardized protocol.

Student requirements

Attendance, participation in discussions during lectures, completion of exercise tasks and the individual assignment.

Course title: PSYCHOLOGY OF CHILDREN WITH DEVELOPMENTAL DIFFICULTIES AND PEOPLE WITH DISABILITY

Name of lecturer/Course coordinator: Gorka Vuletić Mavrinac, BPsychol, PhD

Other instructors: Snježana Bilać, MSc

Course contents:

- Terminology and definition of disability and developmental disabilities.
- Factors contributing to developmental difficulties – biological, social, personal.
- Special types of disability – visual impairment, auditory impairment, voice-speech impairment, central and peripheral nervous system damage and disorders (cerebral paralysis, epilepsy), intellectual disabilities, behavioral problems, multiple impairments, autism.
- Specific learning difficulties.
- Children under risk (neurorisk, abused).
- Psychological work with people with impairments – psychodiagnostics, counseling, creating and implementing rehabilitation programs, working with the family.
- Psychological and social adaptation to impairment and disability, education, professional orientation and employment.
- Difficulties in growing up and ageing.
- Social attitudes and inclusion.

The course will be taught through lectures, individual consultations, oral presentations, exercises, field visits to relevant institutions and contacts with people with special needs

Course objectives:

Development of the general and specific student competences

Students will understand the conditions of development of different disorders. They will acquire specific knowledge about particular types of developmental disabilities and possible problems in psychodiagnostics and rehabilitation, with the emphasis on appropriate contact and communication and ethical issues (choice of techniques, ways of implementation). Students will get a deeper insight into psychological work with people with disabilities, and will be able to connect their knowledge from various courses / fields (child psychology, neuropsychology, psychopathology)

Teaching methods

10 hours of lectures, exercises (visits to various institutions and meeting persons with special needs), student presentations and individual tutorials

Required reading

- Kirk, S. A., Gallagher, J. J., Anastosiow, N. J. & Coleman, M.R. (2006). *Educating Exceptional Children*. Boston: Houghton Mifflin Company.
- Anderson, N. B. & Shames, G., H. (2005). *Human Communication Disorders*. Columbus: Merrill Publishing Co.
- Mash, E. J. & Terdal, L. G. (2003). *Assessment of Childhood Disorders*. New York: The Guilford Press.

Recommended reading:

- Bilać, S. (2002). *Psihološka potpora obitelji djeteta s cerebralnom paralizom*. In: Vodič kroz cerebralnu paralizu. Zagreb.
- Ivasović, V. (2006). Psihologija i gluhoća : etički principi i strukovni standardi. *Suvremena psihologija*, 9 (1), 63 – 87.

- Yeates, K. O., Ris, M. D. i Taylor, H. G. (2000). *Pediatric Neuropsychology*. New York: The Guilford Press.

Number of ECTS credits

2 ECTS credits

Assessment methods

Written examination

Quality assurance:

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

Student requirements

Attendance and completion of assignments

Course title: **PSYCHOLOGICAL INTERVENTIONS FOR OLDER PEOPLE**

Name of lecturer: Jasminka Despot Lučanin, Ph.D., Associate Professor

Course contents

Overview of different theoretical approaches to ageing. Adjustment to ageing. Communication with older persons. Psychological assessment of older people – abilities, functional ability, quality of life. Mental disorders and treatments in old age. Specific problems and barriers to psychological treatments of older persons. Research and evaluation of psychological interventions – assessment of changes, outcomes and effects. Overview of recent approaches to the care for older people: power, control and quality assurance. The role of a psychologist in the care for older people. Ethical issues in working with older people. Successful ageing.

Course objectives

Students will acquire knowledge on the factors that affect adjustment to ageing and develop critical view of different theoretical approaches to ageing. They will be introduced to psychological interventions and instruments applied in psychological assessment of older people. Students will be able to apply the acquired knowledge on ageing and old age in preventing and alleviating negative effects of ageing or in improving quality of life in old age.

Teaching methods

10 hours of lectures, field exercises and oral and written presentations of exercise tasks.

Required reading

- Despot Lučanin J. (2003). *Iskustvo starenja (Experience of Ageing)*. Jastrebarsko: Naklada Slap.
- Despot Lučanin, J. (2002). *Zdravstvena psihologija i starenje (Health Psychology and Ageing)*. U: M. Havelka (Ur.), *Zdravstvena psihologija (Health Psychology)* (str. 209-226). Jastrebarsko: Naklada Slap.
- Schaie, K.W. & Willis, S.L. (2001). *Psihologija odrasle dobi i starenja (Psychology of Adulthood and Ageing)* (str. 473-480). Jastrebarsko: Naklada Slap.

Recommended reading

- Havelka, M. i Despot Lučanin, J. (2007). *Psihologija starenja (Psychology of Ageing)*. U: Z. Duraković i sur., *Gerijatrija - medicina starije dobi (Geriatrics – Medicine of Old Age)* (str. 428 - 446). Zagreb: C.T – Poslovne informacije.
- Woods, R.T. (1999). *Psychological assessment of older people*. U: R.T. Woods (Ur.), *Psychological problems of ageing: assessment, treatment and care* (str. 219-252). Chichester: Wiley.

Number of ECTS credits

2 ECTS credits

Assessment methods

Written examination.

Quality assurance

Anonymous student questionnaire.

Student requirements

Attendance and completion of assignments

Course title: **GENDER PERSPECTIVE IN PSYCHOPATHOLOGY**

Name of lecturer: Alessandra Pokrajac-Bulian, PhD

Course contents

Sex differences in psychological disorders manifestation. Etiological influence of sex and gender on manifestation of psychological disorders: biological and cultural perspective. Specific disorders related to female sex associated to reproduction and motherhood (premenstrual syndrome, postpartal adjustment and postpartal depression, menopause). Therapeutic approach adjusted to gender specificity.

Course objectives

Goal (development of specific general and particular competencies)
Making students familiar with the development as well as biological and social particularities which lead to sex differences in the frequency of psychological disorders. Upon completion of the course students will have a fuller understanding of specific disorders related to sex and of the role of gender perspective in clinical work.

Teaching methods

A total of 10 hours, including lectures, a survey of clinical practice cases, DVD and video presentation, working in small groups (discussions, reading), role play and general discussion.

Required reading

- Hyde, J.S. (2007). Half the human experience: The psychology of women. 7th ed. Boston: Houghton-Mifflin.
- Worell, J., & Goodheart, C.D. (2006). Handbook of Girls' and Women's Psychological Health. New York: Oxford University Press.
- Unger, R.K. (2004). Handbook of the psychology of women and gender. New York: Wiley & Sons.

Recommended reading

- Biaggio, M. & Hersen, M. (2000). Issues in the Psychology of Women. Norwell, MA: Kluwer Academic Publishers.
- Etaugh, C., & Bridges, J. S. (2004). *The Psychology of Women: A Lifespan Perspective*. Boston: Allyn & Bacon.
- Scientific papers from different scientific journals

Number of ECTS credits

2 ECTS credits

Assessment methods

Student's responsibilities - regular attendance, participation in discussions and preparing to write an essay on a particular topic, including a critical review of texts they have read.

Quality assurance

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

Student requirements

Attendance, participation and completing a written assignment with a critical overview of the literature.

Course title: **HEALTH PSYCHOLOGY IN CHILDREN**

Name of lecturer/Course coordinator: Mirjana Pibernik-Okanović

Other instructors: Marina Grubić

Course contents

The impact of illness and its treatment on the emotional, social, psychomotor and intellectual development of children at different age levels. Impact of illness and its treatment on behavior and maturation. Diagnoses distinguishing psychopathology from disease-related symptoms. Identifying children at risk for adjustment to the disease, hospitalization and treatment procedures. Factors affecting children's adjustment to the chronic disease. Specific evaluation: health beliefs, compliance, patients' quality of life, impacts of illness on family functioning. Family impacts on treatment. Procedures aimed at preventing mental disturbances. Procedures of lowering pain in children, psychological preparation for medical procedures, procedures aimed at increasing adjustment to handicap or limitations due to illness. Procedures of providing psychosocial help to parents of the diseased child.

Course objectives

Students will be able to understand impacts of illness on children's development, behavior and functioning at different age levels, as well as the interaction of factors affecting adjustment to the disease in children and their parents. They will be able to recognize risk factors for adjustment to the disease in children with a certain disease, and to plan appropriate interventions.

Teaching methods

The course will be taught through 10 hours of lectures, student presentations, group discussions and practical lessons.

Required reading

- Roberts M.C. (2003). *Handbook of Pediatric Psychology*. New York: The Guilford Press.
- Mash, E. J. & Terdal, L. G. (2003). *Assessment of Childhood Disorders*. New York: The Guilford Press.

Recommended reading

- Davis H.(1998). *Pomozimo bolesnoj djeci*. Jastrebarsko: Naklada Slap
- Sarafino E.P. (2005). *Health Psychology: biopsychosocial interactions*. New York: John Wiley & Sons

Number of ECTS credits

2 ECTS credits

Assessment methods

Written examination

Quality assurance

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

Student requirements

Attendance, participation and completion of assignments

Course title: **HEALTH PSYCHOLOGY IN ADULTS**

Name of lecturer: Mirjana Pibernik-Okanović

Course contents

The theoretical basis of the biopsychosocial model of health and illness. Behavior and health. Factors affecting health-related behavior. Remediabale or preventable social factors in the etiology and prognosis of medical disorders. Remediabale and preventable psychological factors in the etiology and prognosis of medical disorders. Psychological procedures to improve health-related behavior. Patient-provider relationship and communication. Empowering patients. Psychological approach to chronically ill patients.

Course objectives

After the course, students will be able to:

1. conceptualize health and illness as an interactive process including somatic, psychological and environmental factors
2. understand psychological factors contributing to health-related behavior
3. learn about psychological procedures aimed at improving health-related behavior
4. become aware of the importance of therapeutic communication with chronically ill persons

Teaching methods

The course will rely on interactive teaching methods (a total of 10 hours). An overview of recent theory and current research will be given through lectures. Methodological aspects will be studied through case reports and interactive discussions. One third of the course's content will be taught through practical lessons.

Required reading

- Sarafino, E.P. (2005). *Health Psychology. Biopsychosocial Interactions*. New York: John Wiley&Sons, Inc.
- White, P. (2005). *Biopsychosocial Medicine- an integrated approach to understanding illness*. Oxford: Oxford University Press.

Recommended reading

- Funnell, M.M & Anderson, R.M. (2005). *Patient Empowerment*. U: Snoek F.J & Skinner T.C. (Ur.) *Psychology in Diabetes Care*. New York: John Wiley& Sons, Ltd, (str. 95-109).
- Rollnick, S., Mason, P. & Butler, C. (1999). *Health Behavior Change*. New York: Churchill Livingstone.

Number of ECTS credits

2 ECTS credits

Assessment methods

Written examination

Quality assurance

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

Student requirements

Attendance and a short presentation during group discussion.

Course title: **PSYCHOLOGY OF SEXUALITY**

Name of lecturer: Assistant Professor Gordana Kuterovac Jagodić, PhD

Course contents:

Biological foundation of sexuality: biological perspective, evolutionary perspective. Sexuality and the life cycle: Normative sexual development of children. How to promote healthy sexual development in children. Sexual behavior problems in childhood. Sexual development and behaviors of adolescents. Sexuality in adulthood. Sexual orientation. Qualitative and quantitative sexual disorders in adulthood. Models and scope of sex therapy.

Course objectives:

Upon the completion of the course students will understand the basic biological and evolutionary factors of human sexual behavior, acquire knowledge of normative sexual development across the lifespan and learn about sexuality education suitable for children of various developmental levels. Moreover, students will be able to recognize symptoms of sexual disorders in adulthood and will become familiar with the types and scope of different sex therapy approaches.

Teaching methods:

15 hours of lectures, writing and reading assignments and discussion groups

Required reading:

- Masters, W. H., Johnson, V. E. & Kolodny, R.C. (2006). *Ljudska seksualnost*. Jastrebarsko: Naklada Slap.
- Hyde, J. S. & Delamater, J. D. (2000). *Understanding human sexuality*. Madison: McGraw-Hill, Inc.

Recommended reading

- Leiblum, S. R. Rosen, R. C. (2000). *Principles and practice of sex therapy (3rd ed.)*. New York, London: The Guilford Press.
- Paul, E. L. (2002). *Taking sides: Clashing views and controversial issues in sex and gender*. Madison: McGraw-Hill, Inc.
- Selection of recent scientific and professional papers.

Number of ECTS credits:

3 ECTS credits

Assessment methods:

Evaluation of the written assignment on a given topic.

Quality assurance:

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

Course requirements:

Attendance, written assignments, and active participation in discussions.

Course title: **SOCIAL COGNITION AND MENTAL HEALTH**

Name of lecturer: Professor Željka Kamenov

Course contents:

Overview of current knowledge about the influence of cognition about oneself and other people of the experience and behavior of an individual. Automatic vs. controlled thinking. Cognitive schemas in noticing, interpreting and remembering information about oneself and others. The role of heuristics in making conclusions about the social world. The influence of motivational orientation on cognition. The inconsistency of the self image with one's own expectations and the expectations of others. Creating impressions and judging other people. Explaining events, interpreting one's own and other people's behavior. Antecedents and consequences of attribution. Bias in attribution and its role.

Course objectives:

Students will become familiar with the relevant recent theoretical models and empirical findings in the impact of social cognition of the experience and behavior of an individual. They will be able to recognize and understand automatic and controlled cognitive processes of noticing and remembering information, judgments, emotions and behavior. They will be able to understand the detrimental effects as well as protective functions of the way people think about themselves and others.

Teaching methods:

15 hours of teaching: lectures, case presentations and discussions.

Required reading:

- Kunda, Z. (2002). *Social Cognition: Making Sense of People*. The MIT Press, Massachusetts.
- Moskowitz, G. B. (2005). *Social cognition: Understanding self and others*. New York: The Guilford Press.
- Tesser, A. & Schwartz, N. (2003). *Blackwell Handbook of Social Psychology: Intraindividual processes*. Blackwell Publishing: UK.

Recommended reading

- Chaiken, S. & Trope, J. (1999). *Dual-process theories in social psychology*. New York: The Guilford Press
- Fiske, S.T. & Taylor, S.E. (1991). *Social Cognition*. McGraw-Hill, Inc.
- Snyder, M. (1984). When belief creates reality. *Advances in Experimental Social Psychology*, 18, 247-305.
- Selected articles from journals

Number of ECTS credits:

3 ECTS credits

Assessment methods:

Written examination

Quality assurance:

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

Course requirements:

Attendance, participation, and completion of an assignment (presenting a case)

Course title: **CLOSE RELATIONSHIPS AND MENTAL HEALTH**

Name of lecturer: Professor Željka Kamenov

Course contents:

Close relationships during a lifetime (romantic relationships, sibling relationships, relationships with parents and children, friendships) and their significance for good functioning of an individual. Factors that contribute to stability and change of the structure and quality of close relationships (individual, social, cultural and historical). Requirements of modern life and their influence on the quality of close relationships and the health of an individual. New types of close relationships in the modern society and the adaptation of the person and their environment to new roles and situations (being single, later motherhood, infertility, single-parent families, multiple marriages, same-sex relationships etc.).

Course objectives:

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

1. notice specific key factors of development and maintenance of close relationships in the contemporary society
2. compare various approaches to studying close relationships and understand the need for their adaptation to changes due to the modern lifestyle.
3. integrate their knowledge about close relationships and mental health on the basis of empirical research and practical experience.

Teaching methods:

15 hours of lectures, case presentations and discussion.

Required reading:

- Miller, R.S., Perlman, D. & Brehm, S. S. (2007). *Intimate Relationships*. New York: McGraw-Hill.
- Papp, P. (2000). *Couples on the fault line: New directions for therapists*. New York: Guilford.
- Vangelisti, A. L., Reis, H. T. & Fitzpatrick, M. A. (2002). *Stability and change in relationships*. Cambridge: University Press.

Recommended reading

- Cassidy, J. & Shaver, P. R. (ur.) (1999). *Handbook of attachment: Theory, research, and clinical applications*. New York: Guilford.
- Čubela Adorić, V. (2005). *Prisni odnosi u odrasloj i starijoj dobi*. U: K. Lacković-Grgin i V. Čubela Adorić (ur.). Odrabrane teme iz psihologije odraslih (str. 164-221). Jastrebarsko: Naklada Slap.
- Kamenov, Ž. i Jelić, M. (2005). Stability of attachment styles across students' romantic relationships, friendships and family relations. *Review of Psychology*, 12 (2), 115-123.
- Reis, H. T., Collins, W. A. & Berscheid, E. (2000). The relationship context of human behavior and development. *Psychological Bulletin*, 126 (6), 844-872.
- Tadinac, M., Kamenov, Ž., Jelić, M., i Hromatko, I. (Ur.) (2007). *Što ljubavnu vezu čini uspješnom?*. Izvještaj s XV ljetne psihologijske škole. Odsjek za psihologiju i Klub studenata Filozofskog fakulteta u Zagrebu, Zagreb: FF Press.

Number of ECTS credits:

3 ECTS credits

Assessment methods:

Written examination

Quality assurance:

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

Course requirements:

Attendance, participation, and completion of an assignment (presenting a case)

Course title: **ADULT PSYCHOPATHOLOGY**

Name of lecturer: Professor Dražen Begić

Course contents

Most common psychiatric disorders according to the classical medical model (epidemiology, classification, clinical status, diagnosis and differential diagnosis, treatment and prognostic result): schizophrenia and other psychotic disorders, mood disorders, organically conditioned psychiatric disorders, anxiety syndromes, behavioral syndromes, personality disorders, anorexia and bulimia, addictions. Psychiatric disciplines, psychiatric service organization and psychiatric treatment. Therapeutic methods: biological, psychotherapeutical and sociotherapeutical. Stigma and society attitudes towards people with psychiatric disorders.

Course objectives

Students will be introduced to current insights into epidemiology and etiological and therapy models of adult psychiatric disorders. Upon the completion of the course they will be able to recognize specific indicators of psychiatric disorders, understand their etiology and know how to plan appropriate methods of evaluation and treatment. They will be introduced to the organization of a psychiatric institution and the algorithm of psychiatric care. They will understand the stigma content towards psychiatric patients and its consequences.

Teaching methods

Teaching is organized through 10 hours of lectures, discussions in small groups and student presentations, case presentations and individual tutorials.

Required reading

- Hotujac, Lj. (2006). Psihijatrija. Zagreb: Medicinska naklada.

Recommended reading

- Sadock, B.J. & Sadock V.A. (2000). *Kaplan & Sadock's Comprehensive textbook of Psychiatry*. Philadelphia: Lippincott Williams & Wilkins.
- Davison G.C., Neale J.M. (1999). *Psihologija abnormalnog doživljavanja i ponašanja*. Jastrebarsko: Naklada Slap.
- Nietzel M.T., Bernstein D.A. & Milich R. (2001). *Uvod u kliničku psihologiju*. Jastrebarsko: Naklada Slap.

Number of ECTS credits

2 ECTS points

Assessment methods

Written examination

Quality assurance

The quality of the program will be assessed by anonymous student questionnaires.

Student requirements

Attending lectures, participating in discussions, completing the individual assignment – case presentation.

Course title: **CHILD AND ADOLESCENT PSYCHOPATHOLOGY**

Name of lecturer: Associate Professor Anita Vulić-Prtorić, Ph.D.

Course contents:

Phenomenology, classification and prevalence of psychological disorders in childhood and adolescence; risk and protective factors in the development of disorders. Contemporary theories in developmental psychopathology (ecological and transactional models in developmental psychopathology). Clinical classifications of disorders in childhood and adolescence (factor analytical approach and DSM-IV classification), anxiety and depressive disorders, loss and bereavement, psychosomatic disorders, behavior disorders, psychotic disorders, phenomenology of child abuse and neglect.

Course objectives:

Students are expected to acquire the information and knowledge relevant to the development of psychopathology in children and adolescents. Upon the completion of the course, students will be able to identify and plan working with a child who is experiencing difficulties in behavioral adaptation, understand the etiology of the disorders, and write a report on their observations and results.

Teaching methods

15 hours of lectures, discussion in small groups, student presentations, case studies and individual consultations.

Required reading

- Wenar, C. (2003). *Developmental psychopathology-from infancy through adolescence*. Jastrebarsko: Naklada Slap.
- Carr, A. (1999). *The Handbook of Child and Adolescent Clinical Psychology*. London, New York: Routledge.
- Mash E.J. & Barkley R.A. (2003). *Child Psychopathology*. New York, London: The Guilford Press.

Recommended reading

- First M.B., Frances A. & Pincus H.A. (1997). *DSM-IV*. Jastrebarsko: Naklada Slap.
- WHO (2003). *Multiaxial classification of child and adolescent psychiatric disorders: the ICD-10 classification of mental and behavioral disorders in children and adolescents*. Jastrebarsko: Naklada Slap.
- Vulić-Prtorić A. (2003). *Depression in childhood and adolescence*. Jastrebarsko: Naklada Slap.

Number of ECTS credits

3 ECTS credits

Assessment methods

Written examination

Quality assurance

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

Student requirements

Attendance, participation, completion of an individual task – 3 case presentations.

Course title: **CLINICAL INTERVIEW AND MONITORING**

Name of lecturer: Professor Ivanka Živčić-Bećirević, Ph.D.

Course contents

The structure and the phases of a clinical interview; verbal and nonverbal communication; mistakes during an interview; coping with problems in interviewing (defensiveness, poor communication, overtalkative clients, difficult patients etc.); issues in interviewing children and adolescents; interviews with couples and families; interviews with family members; interviews focused on evaluation report; assessment of suicidal risk; monitoring during an interview. Behavioral assessment – monitoring; self-monitoring; specific behavioral measures. Research results - variables that influence the process of the interview and the validity of collected data.

Course objectives

Upon the completion of the course, students will:

1. be familiar with the factors that influence the interviewing process and the validity of data collected during the interview;
2. develop a critical attitude towards the collected data
3. be familiar with interviewing techniques in different clinical assessment situations
4. be able to skillfully apply specific interview techniques with adults, children and youth
5. be able to develop a program for monitoring and self-monitoring of different behavioral aspects.

Teaching methods

A total of 15 hours of lectures, case presentations, group discussions, skill demonstrations and practice, role-playing.

Required reading

- Hersen, M., Van Hasselt, V.B. (1998). *Basic Interviewing, A Practical Guide for Counselors and Clinicians*. London: Lawrence Erlbaum Ass.
- Morrison, J. (1995). *The First Interview, Revised for DSM-IV*. New York: The Guilford Press.

Recommended reading

- Sommers-Flanagan, R. & Sommers-Flanagan, J. (2002). *Clinical Interviewing*. New York: John Wiley.
- Othmer, E. & Othmer, S.C. (2002). *The Clinical Interview Using DSM-IV-TR. Vol. 1: Fundamentals*. Washington, DC: American Psychiatric Publishing, Inc.
- Othmer, E., Othmer, S.C. (2002). *The Clinical Interview Using DSM-IV-TR, Vol. 2: The Difficult Patient*. Washington, DC: American Psychiatric Publishing, Inc..
- McConaughy, S.H. (2005). *Clinical Interviews for Children and Adolescents: Assessment to Intervention (Practical Intervention In The Schools)*. New York: The Guilford Press.

Number of ECTS credits

3 ECTS credits.

Assessment methods

Evaluation of an interview (audio or video taped).

Quality assurance

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

Student requirements

Regular attendance. Active participation in role-playing. Practicing a clinical interview. Tape-recording of an initial clinical interview.

Course title: **ASSESSMENT OF COGNITIVE ABILITIES IN PERSONS WITH PSYCHIATRIC AND NEUROLOGICAL DISORDERS**

Name of lecturer/Course coordinator: Professor Predrag Zarevski

Other instructors: Slavka Galić, MSc

Course contents

Characteristics of cognitive deficits in psychiatric and neurological patients. Methods for the assessment of general and specific cognitive abilities. Merits and demerits of psychodiagnostic instruments for the assessment of general and specific cognitive abilities and their power in differential diagnostics. Integration of results of different cognitive function tests.

Course objectives

Students will be able to recognize the characteristics of cognitive functions in persons with psychiatric and neurological disorders. They will become familiar with the methods for the assessment of cognitive functions. They will be able to interpret the results of particular tests and integrate the results of different tests.

Teaching methods

15 hours of instruction, including lectures, case studies and discussions with students.

Required reading

- Strauss E., Sherman E. M. S. & Spreen O. (2006.). *A compendium of neuropsychological tests, administration, norms and commentary*. Third edition. Oxford: Oxford University Press (chapters 5 – 11).

Recommended reading

- Lezak M.D., Howieson, D.B., Loring, D.W., Hannay, H.J. & Fischer, J.S. (2004). *Neuropsychological Assessment*. New York: Oxford University Press
- Galić S. (2002.). *Neuropsihologijska procjena, testovi i tehnike*. Jastrebarsko: Naklada Slap i Požega: Opća županijska bolnica.
- test manuals

Number of ECTS credits

3 ECTS credits

Assessment methods

Written examination

Quality assurance

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

Course requirements

Attendance, participation, completing individual assignments – 3 case presentations

Course title: **PERSONALITY ASSESSMENT**

Name of lecturer/Course coordinator: Professor Nataša Jokić-Begić

Other instructors: Ivan Vračić, MSc

Course contents

One-dimensional and multi-dimensional personality and psychopathological states questionnaires – advantages and limitations. Source of errors in self-describing techniques. Applicability of standardized personality questionnaires in clinical conditions, interpretation of results, limitations. Most famous clinical personality and psychopathological deviations questionnaires. Clinical validation of personality questionnaires results. Objective tests of personality. Projective techniques. Characteristics and theory base of projective techniques. Applicability in clinical conditions. Familiarizing with certain projective techniques, ways of interpretation and limitations. ... Diagnostic ratings scales – introducing scales originated from diagnostic classifications systems of behavior and experience disorders, advantages and limitations. The concept of process based diagnostics and clinical personality assessment. Integration of results obtained by different techniques of personality assessment. Specific differential-diagnostic indicators of certain psychopathological deviations. The algorithm of clinical assessment of personality and psychopathological deviations.

Course objectives

Students will be qualified to perform a psychological assessment of personality in clinical practice. Foundations of professional standards, professional ethics and responsibility in assessing personality and psychopathological deviations will be acquired. Upon the completion of this course students will be able to independently conduct assessments of personality and psychopathological deviations.

Teaching methods

This course consists of 15 hours – lectures, practice with demonstrations, discussions and experiential learning.

Required reading

- Groth–Marnat, G. (2003). *Handbook of Psychological assessment*. New Jersey: Wiley.
- Jokić-Begić, N. (2002). *Samoopisne tehnike*. In: M. Biro (Ed.). *Klinička psihologija*. Novi Sad: Katedra za kliničku psihologiju, Ludwig Maximilians Universität i Futura publikacije (182-195).
- Berger, J. (2002). *Projektivne tehnike*. In: M. Biro (Ed.), *Klinička psihologija*. Novi Sad: Katedra za kliničku psihologiju, Ludwig Maximilians Universität i Futura publikacije (196-208).

Recommended reading

- Zuckerman, E. L. (2005). *Clinician's Thesaurus*. New York: The Guilford Press,.

Number of ECTS credits

3 ECTS credits

Assessment methods

Written examination

Quality assurance

Quality of the program will be assessed by anonymous student questionnaires.

Student requirements

Attending lectures, participating in discussions, completing the individual assignment – 3 case presentations.

Course title: **PSYCHOLOGICAL REPORT**

Name of lecturer: prof. dr. sc. Nataša Jokić-Begić

Course contents

Approaches to integrating and interpreting psychological assessment data. Integrating data obtained by clinical assessment. Incorporating obtained data in a meaningful unit that will be a valid and reliable description of the assessed person. General form, structure and content of a «Psychologist's report and opinion». Selection of relevant information for the report. Limitations and sources of data distortions. Conclusion of psychological assessment report and its levels. Opinion and recommendations. Reliability of report structure on the purpose and goal of the psychological assessment. Specific forms of psychological assessment report. Ethical questions, problem of discretion and keeping the professional secret while writing a psychological assessment report.

Course objectives (developing general and specific competence)

Students will be able to integrate information and write medical reports in practice after clinical psychological evaluation. They will be aware of the difficulties in process, as well as the consequences that could emerge due to disobedience of professional standards. They will develop professional criticism, ethics and responsibility for writing medical reports and opinions.

Teaching methods

15 teaching hours will be conducted as lectures, practices with demonstration, discussions and empiric studying.

Required reading

- Biro, M. (2002): Psychological report and opinion In: Biro, M. (Editor). Clinical psychology. Novi Sad: Clinical psychology cathedra, Ludwig Maximillian University, Futura publications (pages: 209-219).

Recommended reading

- Groth-Marnat, G. (2003.) Handbook of psychological assessment. New Jersey. Wiley.
- Nietzel M.T., Bernstein, D.A.& Milich, R. (2000.). Introduction to clinical psychology. Jastrebarsko: Slap edition.
- Zuckerman, E.L. (2005). Clinician's Thesaurus. New York: The Guilford Press.

Number of ECTS credits

3 points

Assessment methods

Each student will need to perform a psychological evaluation procedure with a client in clinical practice and write a «Psychologist's report and opinion»

Quality assurance

Quality of the program will be assessed by anonymous student evaluations.

Student requirements

Attending lectures entirely, participating in discussions during lectures and autonomously solving an exercise- three medical reports different on evaluation purpose.

Course title: CLINICAL ASSESSMENT OF CHILDREN

Name of lecturer/Course coordinator: Gordana Kuterovac Jagodić, PhD, Assistant Professor

Other instructors: Marina Grubić, MS. & Bruna Profaca, MS.

Course contents:

Clinical assessment of children versus assessment of adults. Different theoretical approaches and types of clinical assessment of children. Course, social context, and situational particularities of assessment of children and factors that may initiate it. Anamnestic data gathering, particularities of interviewing children and parents. The testing procedure and content. Assessment of behavior by observational methods. Assessment of major realms of development and identification of aspects in need of intervention. Techniques and instruments in clinical assessment of children. Data analysis and interpretation. Psycho education, giving recommendation and counseling parents. Assessment evaluation criteria and usual mistakes in clinical assessment of children.

Course objectives

Upon the completion of the course the students will understand the issues involved in the clinical assessment of children, and factors that determine it. They will be able to critically choose types and methods of assessment and data interpretation. Students will be able to recognize diagnostic dilemmas in the assessment of particular psychological disorder of children in infancy, childhood and adolescence.

Teaching methods:

20 hours of lectures, writing and reading assignments, student's presentations, discussion groups and exercises.

Required reading:

- Wenar C. (2003). *Razvojna psihopatologija i psihijatrija*. Jastrebarsko: Naklada Slap.
- Mash E.J. & Barkley R.A. (2003). *Child Psychopathology*. New York: The Guilford Press.

Recommended reading:

- Mash E.J. & Barkley R.A. (1998). *Treatment of Childhood Disorders*. New York: The Guilford Press.

Number of ECTS credits:

4 ECTS credits

Assessment methods:

Written examination

Quality assurance:

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

Course requirements:

Attendance, writing assignments and active participation in discussions.

Course title: NEUROPSYCHOLOGICAL ASSESSMENT

Name of lecturer/Course coordinator: Meri Tadinac, Ph.D.

Other instructors: Valerija Hauptfeld, MSc, Slavka Galić, MSc

Course contents

Definition, history, basic assumptions and principles of neuropsychological diagnostics. Etiology and classification of organic brain disorders and resulting deficits in cognitive, executive and emotional functions. Psychodiagnostic instruments in neuropsychological assessment Neuropsychological batteries. Specificities of applying and interpreting clinical psychodiagnostic instruments in neuropsychological assessment. The integration and interpretation of neuropsychological assessment data. Neuropsychological report writing. Specificities of neuropsychological diagnostics in children.

Course objectives

To provide students with knowledge of the etiology, classification and clinical picture of organic brain disorders. Students will be able to carry out neuropsychological assessment, to interpret and integrate the obtained data and to recognize and solve practical problems in conducting the assessment.

Teaching methods

15 hours of lectures, case reports and discussions.

Required reading

- Lezak M.D., Howieson, D.B., Loring, D.W., Hannay, H.J. & Fischer, J.S. (2004). *Neuropsychological Assessment*. New York: Oxford University Press

Recommended reading

- Kolb, B. & Whishaw, I.O. (2003). *Fundamentals of humans neuropsychology*. New York: Freeman.

Number of ECTS credits

3 ECTS credits

Assessment methods

Written examination.

Quality assurance

Anonymous student questionnaire.

Course title: ASSESSMENT OF WORK CAPACITY OF PERSONS WITH PSYCHIATRIC AND NEUROLOGICAL ILLNESSES

Name of lecturer: Professor Darja Maslić-Seršić

Course contents

Clinical psychologist in the assessment of work capacity of persons with psychiatric and neurological illnesses. Assessment of individual potentials, capacities and needs. Three levels of assessment: developmental, functional and organizational. Instruments and techniques. Assessment of work behavior. Assessment of work capacity in the context of occupational therapy and professional rehabilitation. Supported employment. Selected issues: driving capability assessment, bearing arms, special conditions jobs.

Course objectives

Students will become familiar with the role and methods of clinical psychodiagnostic assessment of work capacity and the professional status of persons with psychiatric and neurological illnesses

Teaching methods

15 hours of lectures, case presentations and group discussions.

Required reading

- Becker, D.R. & Drake, R.E. (2003). *Working Life for People with Severe mental Illness*. New York: Oxford University Press.
- Bolton, B.F. (2001). *Handbook of Measurements and Evaluation in Rehabilitation*. Aspen: Aspen publishers.

Recommended reading

- Croatian legislative documents

Number of ECTS credits

2 ECTS credits

Assessment methods

Written examination.

Quality assurance

Anonymous student questionnaire.

Course requirements

Attendance and participation in discussion groups.

Course title: PSYCHOLOGICAL INTERVENTION AND TREATMENTS

Name of lecturer/Course coordinator: Lidija Arambašić, Ph.D. Professor

Other instructors: Nada Anić, MA.

Course contents

Ways of identifying indications for involving clients in interventions/treatments. Motivating clients to be involved in psychological treatment and the issue of responsibility in psychological interventions and treatments: who is responsible for what and to whom? Different criteria for classification of the treatments: specific issues concerning individual and group interventions, couple and family therapy, therapy with children, young people and adults. The content and the process of the psychological treatment. Similarities and differences between self-help groups and psychotherapies. Ethical issues and dilemmas.

Course objectives

Students will learn how to identify indications to involve clients in psychological interventions/treatments. They will practice different ways of motivating clients to be involved in the psychological treatment. Students will learn how to choose a specific kind of psychological intervention/treatment (including self-help groups) depending on the most appropriate criteria for an individual client. By analyzing and discussing the examples of their own ethical dilemmas, students will try to solve/alleviate particular ethical dilemmas they have encountered at their job.

Teaching methods

Lectures, demonstrations, case reviews and group discussions (10 hours in total)

Required reading

- Antony, M.M. and Barlow, D., H. (2002). *Handbook of Assessment and Treatment Planning for Psychological Disorders*. New York: The Guilford Press.
- Nelson-Jones, R. (2007). *Praktične vještine u psihološkom savjetovanju i pomaganju*. Jastrebarsko: Naklada Slap.
- Orvaschel, H., Faust, J. and Hersen, M. (2001). *Handbook of Conceptualization and Treatment of Child Psychopathology*. Oxford: Pergamon.

Recommended reading

- Corey, G. (2004). *Teorija i praksa psihološkog savjetovanja i psihoterapije*, Jastrebarsko: Naklada Slap.
- Kazdin, A. and Weisz, J. R. (2003). *Evidence-Based Psychotherapies for Children and Adolescents*. New York: Guilford Press.

Number of ECTS credits

2 ECTS credits

Assessment methods

Written examination

Quality assurance

Anonymous student questionnaire.

Course requirements

Attending lectures and active participation in discussion groups.

Course title: COUNSELING PRINCIPLES AND SKILLS

Name of lecturer: Lidija Arambašić, Ph.D. Professor

Course contents

Counselor characteristics that facilitate/hinder working with the client. Characteristics of a "good" relationship with the client and a relationship that is not "good". Difficulties in establishing a counselor-client relationship. Establishing a counseling relationship with "easy" and "difficult" clients. Counselor's fears and worries concerning counseling. The interpersonal relationship – integrity and cooperation. Levels of responsibility in the relationship. The counselor's and the client's responsibility for the counseling process. Implicit (relational) and content messages in the relationship. Types of relationships in relation to the distribution of responsibility. The client's influence on the counselor. Trust as a foundation of the counseling relationship. The client's resistance and adequate ways of reacting to it.

Course objectives

Students will become aware of how much and in what ways the counselor and the client contribute to the development of their relationship. They will become aware that establishing a counselor-client relationship is a complex and difficult issue and that without a trusting relationship, no counseling can be effective. Students will develop a sensibility for different levels of responsibility in the relationship with the client. They will learn how to talk to the client so that they remain focused mostly on the person (instead of the problem). They will learn how they can take care of distribution of responsibility while talking to the client. They will learn to react adequately to the client's tests of trust and his/her signs of resistance. Students will practice on examples from their own job in order to develop more effective ways of managing the counseling process.

Teaching methods

Lectures, exercises, workshops, demonstrations, case reviews and group discussions (30 hours in total)

Required reading

- Arambašić, L. (1996). Savjetovanje. U: J. Pregrad (Ur.) *Stres, trauma, oporavak*. Zagreb: Društvo za psihološku pomoć, str. 63.-86.
- Hackney, H.L. & Cormier, L.S. (2001). *The professional counselor*. Boston: Allyn and Bacon.
- Jull, J. (2006). *Vaše kompetentno dijete*. Zagreb: Naklada Pelago.
- Nelson-Jones, R. (2002). *Essential counselling and therapy skills*. Sage: London
- Nelson-Jones, R. (2007). *Praktične vještine u psihološkom savjetovanju i pomaganju*. Jastrebarsko: Naklada Slap.

Recommended reading

- Dryden, W. (1992). *Key issues for counselling in action*. London: Sage.
- Dryden, W. (1993). *Questions and answers on counselling in action*. London: Sage.
- Dryden, W. (1993). *Hard-earned lessons from counselling in action*. London: Sage
- Jull, J. (1995). *Razgovori s obiteljima: perspektive i procesi*. Zagreb: Alinea.

Number of ECTS credits

5 ECTS credits

Assessment methods

Practical assessment of knowledge and skills (by means of role-play – counselor and client).

Quality assurance

Anonymous student questionnaire.

Course requirements

Attending lectures and active participation in discussion groups.

Course title: PSYCHOLOGICAL COUNSELING OF CHILDREN, YOUTH AND PARENTS

Name of lecturer/course coordinator: Lidija Arambašić, Ph.D. Professor

Other instructors: Bruna Profaca, MA.

Course contents

Aims of psychological counseling with children and youth. Skills needed for effective counseling of children and youth. Establishing the counselor-child relationship. The issue of trust and ethical dilemmas in counseling children and youth. Levels of responsibilities in the relationship with children, young people and their parents. Tools, strategies and techniques in counseling children and youth. Conflict and cooperation in the family. Counseling children in the family context. Counseling parents – identifying risk and protective factors within the family. Parents' behavior and parenting stress. Basic counseling skills in counseling children, young people and their parents during/after crisis situations: divorce, traumatic events, various kinds of losses and large-scale changes within the family.

Course objectives

Student will become aware which skills are needed for effective counseling of children and youth. They will become aware of the importance of establishing a trusting relationship with the child or young person and of the specific qualities of this relationship. Student will develop a sensibility for specific issues concerning trust in counseling children and youth and concerning the ethical dilemmas connected with the situations when the rule of trust cannot be maintained anymore. They will gain basic knowledge and skills to use tools, techniques and strategies in counseling children and youth. Students will become aware how important it is to connect individual counseling of children and young people with the family counseling. They will learn to recognize risk and protective factors within the family, in order to give support to children and families. They will gain basic knowledge of specific qualities of counseling children, youth and their parents during crisis life events.

Teaching methods

Lectures, exercises, demonstrations and group discussions (15 hours in total)

Required reading

- Geldard, K. and Geldard, D. (2006). *Counseling Children; A Practical Introduction*. London: SAGE Publications.
- Geldard, K. and Geldard, D. (2004). *Counseling Adolescents; The Proactive Approach*. London: SAGE Publications.
- Jull, J. (2006). *Vaše kompetentno dijete*. Zagreb: Naklada Pelago.
- Jull, J. (1995). *Razgovori s obitelji: perspektive i procesi*. Zagreb: Alinea.

Recommended reading

- Jull, J. (2006). *Ovo sam ja! Tko si ti?* Zagreb: Naklada Pelago.
- Schroeder, C.A. & Gordon, B. (1991). *Assessment and Treatment of Childhood Problems; A Clinician's Guide*. New York: The Guilford Press.
- Luster, T. and Okagaki, L. (1993). *Parenting – An Ecological Perspective*. New Jersey: Lawrence Erlbaum Associates Publishers.

Number of ECTS credits

3 ECTS credits

Assessment methods

Written examination.

Quality assurance

Anonymous student questionnaire.

Course requirements

Attending lectures and active participation in discussion groups.

Course title: **BIOLOGICAL PERSPECTIVE IN TREATMENT OF PSYCHIATRIC DISORDERS**

Name of lecturer: Professor Vlado Jukić

Course contents

Biological perspectives in the etiology of psychiatric disorders and treatment methods in psychiatry. Basic principals of psychopharmacotherapy. Antidepressants, antipsychotics, mood stabilizers, anxiolytics. Other biological treatment methods: electroconvulsive therapy, phototherapy, chronotherapy, psychoneurosurgery and transmagnetic stimulation. Combining biological and psychosocial perspectives in treatment of psychiatric disorders.

Course objectives

Students will broaden their knowledge about biological perspectives in the treatment of psychiatric disorders. Students will be able to identify the best therapeutic treatments for each psychiatric disorder.

Teaching methods

10 hours of lectures, case reports and discussions.

Required reading

- Sadock, B.J., Sadock V.A. (2000). Kaplan & Sadock's Comprehensive textbook of Psychiatry. Philadelphia: Lippincott Williams & Wilkins.
- Hotujac, Lj. (2006). Psihijatrija. Zagreb: Medicinska naklada.

Recommended reading

- Roth, A. & Fonagy, P. (2005). *What works for whom A critical review of psychotherapy research*. New York: The Guilford Press.
- Smock, T. K. (1999). *Physiological Psychology* (str. 436-454). New Jersey: Prentice Hall.
- Kalat, J. W. (2001). *Biological Psychology* (str. 423-452). Belmont: Wadsworth/Thompson Learning.

Number of ECTS credits

2 ECTS credits

Assessment methods

Written examination

Quality assurance

Anonymous student questionnaire.

Course requirements

Attending lectures and participation in the discussion groups.

Course title: NEUROLOGICAL DISEASES, DIAGNOSTICS AND REHABILITATION

Name of lecturer/Course coordinator: Meri Tadinac, Ph.D.,

Other instructors: Valerija Hauptfeld, MSc

Course contents

Bases of neurological diagnostics. Methods of brain imaging. Cerebrovascular diseases, brain neoplasms, epilepsy, degenerative diseases, extrapyramidal diseases, neuromuscular diseases. Basic principles of recovery and neuropsychological rehabilitation. Neuropsychological rehabilitation planning and evaluation. Counseling of neurological patients and their families.

Course objectives

Students will learn about the methods of neurological diagnostics, especially brain imaging. They will become familiar with clinical manifestations and prognostic outcomes of various neurological diseases and with rehabilitation possibilities. They will be able to create a program of neuropsychological rehabilitation, evaluate patient progress and counsel patients and their families.

Teaching methods

20 hours of lectures, case reports and group discussion.

Required reading

- Poeck, K. (2000). *Neurologija*. Školska knjiga: Zagreb.
- Sohlberg, M. M. & Mateer, C. A. (2001). *Cognitive Rehabilitation: An integrative neuropsychological approach*. New York: Guilford Press.

Recommended reading

- Ponsford, J. (2004) *Cognitive and Behavioral Rehabilitation: From Neurobiology to Clinical Practice*. New York: Guilford Press.

Number of ECTS credits

4 ECTS credits

Assessment methods

Written examination.

Quality assurance

Anonymous student questionnaire.

Student requirements

Attendance, participation.

Course title: ETHICAL ISSUES OF CLINICAL ASSESSMENT

Name of lecturer: Professor Vladimir Kolesarić

Course contents

The reasons for ethical principles and various theoretical approaches. Ethical issues and dilemmas in different professional tasks of a clinical psychologist. The ethical code. Making ethical judgments in various situations. Ethical principles in working with children, mentally ill and in forensic psychology.

Course objectives

Students will become familiar with the ethical issues and dilemmas in working with various clients. They will be able to recognize ethical issues and make ethical judgments in accordance with the existing psychological ethical code. They will be able to understand the reasons for following ethical principles and will understand the issue of personal responsibility.

Teaching methods

10 hours of lectures, case presentations and discussions.

Required reading

- Koocher, G. P. & Keith-Spiegel, P. (2003). *Ethics in Psychology: Professional Standards and Cases (Oxford Textbooks in Clinical Psychology, Vol 3)*. Oxford: Oxford University Press.

Recommended reading

- O'Donohue, W. & Ferguson, K. (Ur.).(2003). *Handbook of professional ethics for psychologists*. London: Sage publications.
- Pope, K. S. & Vasquez, M. J. T. (2007). *Ethics in Psychotherapy and Counseling: A Practical Guide*. New York: Jossey-Bass.

Number of ECTS credits

2 ECTS credits

Assessment methods

Written examination.

Quality assurance

Anonymous student questionnaire.

Student requirements

Attendance, participation.

Course title: TEAMWORK

Name of lecturer: Professor Darja Maslić-Seršić

Course contents

The definition of a team. Types of teams. Characteristics of interdisciplinary and project teams. Factors that influence the teamwork effectiveness: losses, synergy. Measuring teamwork effectiveness. Four phases in team development. Managing group processes. Team roles. How to recognize and solve intra-group conflicts? Cognitive conflicts and motivation conflicts. The role of the leader. Managing team effectiveness?

Course objectives

Students will learn the basic issues in teamwork and will become familiar with the methods and techniques of managing individual and group effectiveness in teamwork.

Teaching methods

15 hours of lectures and workshops

Required reading

- West, M.A. (2004). *Effective Teamwork: Practical Lessons from Organizational Research*. London: Blackwell Publications.

Recommended reading

- Selected articles

Number of ECTS credits

2 ECTS credits

Assessment methods

Written examination.

Quality assurance

Anonymous student questionnaire.

Student requirements

Attendance, participation.

APPENDIX 2.

Instructor biographies

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 intergroup 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

4. 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.
5. 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.
6. Čorkalo, D. i Ajduković, D. (2003). Uloga škole u poslijeratnoj socijalnoj rekonstrukciji zajednice. *Dijete i društvo*, 5(2-3), 219-233.
7. 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.
8. 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.
 9. 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.
 10. 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.
 11. Ajduković, D. i Čorkalo, D. (2004). *Socijalni kontekst kao izazov za "Novu vukovarsku školu"* (str. 23-32). Vukovar: Europski dom Vukovar.
 12. Ajduković, D. (2004). Social contexts of traumatization and healing. *Medicine, Conflict and Survival*, 20(2), 120-135.
 13. 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.
 14. 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

dbratko@ffzg.hr

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 priopćenja (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 priócenja (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.
 - Ferencić, 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., Pedroso 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.
- Bratko, D. (2002). Kontinuitet i promjene ličnosti od adolescencije do rane odraslosti: rezultati longitudinalnog istraživanja. *Društvena istraživanja*, 4-5(60-61), 623-640.
- 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.
- 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.

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.
- Buško, V., & Kulenović, A. (2001). Depressive reactions as an outcome of stress processes: The study on imprisonment. *Društvena istraživanja*, *10* 1-2 (51-52), 231-252.
- Buško, V. (2001). Charles Jackson: Psihologijsko testiranje. *Revija za rehabilitacijska istraživanja*, *37*(1).
- Buško, V., & Kulenović, A. (2003). The structure and stability of coping with low-control stressors. *Review of Psychology*, *10*(2), 75-83.
- Kulenović, A., Buško, V. i Jenjić, D. (2004). Može li torontska skala aleksitimije (TAS-20) izmjeriti aleksitimiju odraslih i adolescenata? *Suvremena psihologija*, *7*(1), 77-94.
- Buško, V., & Kulenović, A. (2004). Multi-Construct Latent State-Trait Model of Coping with

- Low-Control Situations. *Proceedings of the 24th SMABS*, Jena, <http://www.smabs.org/>.
- Kulenović, A. i Buško, V. (2005). Latentne osobine i stanja: O jednoj generalizaciji klasične teorije testova. *Suvremena psihologija*, 8(2), 133-146.
 - Buško, V. i Perica, V. (2005). Situacijske odrednice kognitivnih procjena i načina suočavanja sa stresom. *Zbornik Učiteljske akademije u Zagrebu*, 10, 213-230.

Works that qualify the lecturer to teach in the degree program

- Buško, V. (1997). Evaluation report II: Evaluation outcomes: Long-term impact of the program. In M. Uzelac (Ur.), *School-Based Health and Peace Initiative: Trauma Healing and Peaceful Problem Solving* (pp. 42-53). UNICEF-CARE-McMaster University.
- Kulenović, A. i Buško, V. (1999). Empirijska evaluacija dijagnostičke i pragmatičke upotrebljivosti pseudoupitnika Cornell Index. *Suvremena psihologija*, 2(1-2), 49-65.
- Ajduković, M., Sladović, B. i Buško, V. (1999). Struktura stavova stručnjaka prema spolnom zlostavljanju djece. *Revija za rehabilitacijska istraživanja*, 35(2), 173-186.
- Kulenović, A., Balenović, T. i Buško, V. (2000). Test analize emocija: jedan pokušaj objektivnog mjerenja sposobnosti emocionalne inteligencije. *Suvremena psihologija*, 3(1-2), 27-48.
- Buško, V. (2000). *Procesi suočavanja i kontinuirana izloženost stresorima*. Disertacija. Zagreb: Odsjek za psihologiju Filozofskog fakulteta u Zagrebu.
- Buško, V. (2001). Charles Jackson: Psihologijsko testiranje. *Revija za rehabilitacijska istraživanja*, 37(1).
- Buško, V., & Kulenović, A. (2003). The structure and stability of coping with low-control stressors. *Review of Psychology*, 10(2), 75-83.
- Kulenović, A. i Buško, V. (2005). Latentne osobine i stanja: O jednoj generalizaciji klasične teorije testova. *Suvremena psihologija*, 8(2), 133-146.
- Buško, V. i Perica, V. (2005). Situacijske odrednice kognitivnih procjena i načina suočavanja sa stresom. *Zbornik Učiteljske akademije u Zagrebu*, 10, 213-230.

Nataša Jokić-Begić, Ph.D.

Associate Professor

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

njbegic@ffzg.hr

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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- Jokić-Begić, N., Kostelić-Martić, A. i Nemčić-Moro, I. (2003). "Mobbing" - moralna

zlostavljanja na radnom mjestu. [Mobbing] *Socijalna psihijatrija*, 31, 25-32.

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- **Jokić-Begić N, Akrap L, Franić M. (2005). Kognitivne osobitosti psihijatrijskih bolesnika [Cognitive characteristics of psychiatric patients],** *Suvremena psihologija*, 8(2).

Chapters in books (articles)

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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.
- Anić, N., & Jokić-Begić, N. (1993). The Preliminary Study of the PTSD Interview. *Acta Medica Croatica*, 47(supl.), 75-77.
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- Anić, N. i Jokić-Begić, N. (2000). Kognitivno-bihevioralna terapija posttraumatskog stresnog poremećaja [Cognitive-behavior therapy of PTSD]. In R. Gregurek i E. Klain (Ed.), *Posttraumatski stresni poremećaj - hrvatska iskustva*. Zagreb: Medicinska naklada.
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Željka Kamenov, Ph.D.

Assistant Professor

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Appointed Assistant Professor: December 12, 2001

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

- Kamenov, Ž. i Stiperski, Z. (2001). Prilagodba životu u Zagrebu: usporedba starosjedilaca i doseljenika. *Socijalna ekologija*, 10(1-2), 15-26.
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- Kamenov, Ž. i Jelić, M. (2003). Validacija instrumenta za mjerenje privrženosti u različitim vrstama bliskih odnosa: Modifikacija Brennanova Inventara iskustava u bliskim vezama.

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 - Kamenov, Ž., & Jelić, M. (2005). Stability of attachment styles across students' romantic relationships, friendships and family relations. *Review of Psychology*, 12(2).

Book

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Works that qualify the lecturer to teach in the degree program

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- Čorkalo, D. i Kamenov, Ž. (1993). Perspektive suživota: očekivanja glede povratka i etnički stavovi prognanika. U D. Ajduković (Ur.), *Psihološke dimenzije prognostva* (str. 124-134). Zagreb: Alinea.
- Stiperski, Z. i Kamenov, Ž. (1996). Razlozi doseljavanja u Zagreb: Prilog anketnom istraživanju urbanizacijskih činitelja. *Prostor*, 4, 147-156.
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- Buško, V., Ivanec, D., Kamenov, Ž. i Ljubotina D. (1998) *Socijalna percepcija i stavovi o turistima na otoku Krku. Izvještaj sa VII. ljetne psihologijske škole*. Zagreb: Odsjek za psihologiju Filozofskog fakulteta u Zagrebu i Klub studenata Filozofskog fakulteta u Zagrebu.
- 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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- Kamenov, Ž., Franc, R. i Šakić, M. (2005). *Socijalna psihologija (četvrto izdanje)*. Zagreb: Mate; Prijevod udžbenika: Aronson, E., Wilson, T.D., Akert, R.M. (2002). *Social Psychology* (4th edition). New Jersey: Prentice Hall.

Vladimir Kolesarić, Ph.D.

Full Professor

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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

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

Gordana Kuterovac Jagodić, Ph.D.

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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

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ustanovama. Zbornik radova sa XV Simpozija socijalne pedijatrije (str. 51-53). 27-28. lipanj 2003. Šibenik.

- Kuterovac Jagodić, G. (2003). Dugoročne posljedice rata na mentalno zdravlje djece: Je li rat za djecu, svjedoke rata u Hrvatskoj, zaista završio? *Dijete i društvo*, 4(1-2), 135-160.
- Keresteš, G., Kuterovac Jagodić, G. i Vizek Vidović, V. (2003). Etičke dileme u istraživanjima posljedica rata na mentalno zdravlje djece. *Dijete i društvo*, 5(1), 67-82.
- Glavak, R., Kuterovac-Jagodić, G., & Sakoman, S. (2003). Perceived parental acceptance-rejection, family-related factors, and socio-economic status of families of adolescent heroin addicts. *Croatian Medical Journal*, 44(2), 199-206.
- Kuterovac Jagodić, G., Keresteš, G., Marušić, I. i Vizek Vidović, V. (Ur.) (2003). *Poimanje djeteta i percepcija dječjih prava u Hrvatskoj*. Zagreb: Odsjek za psihologiju Filozofskog fakulteta u Zagrebu.
- 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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Darja Maslić Seršić, Ph.D.

Assistant Professor

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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

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Meri Tadinac, Ph.D.

Associate Professor

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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 M.A. 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

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Predrag Zarevski, Ph. D.

Full Professor

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

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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.
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- Bašić, J., Katić, S., Vranić, A., Zarevski, P., Babić, T., & Mahović-Lakušić, D. (2004). Cognition in Parkinson's disease. *Croatian Medical Journal*, 45, 451-456.
- Zarevski, P. i Zarevski, Z. (2005). Utjecaj laičkih poimanja na psihologiju inteligencije. *Zbornik radova iz psihologije*. Mostar: Pedagoški fakultet u Mostaru.
- 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. (2000). *Struktura i priroda inteligencije*. Jastrebarsko: Naklada Slap.
- Zarevski, P. (Ur.) (2000). *Učitelji za učitelje: primjeri provedbe načela Aktivne/efikasne škole*. Zagreb: IEP d.o.o.
- Zarevski, P. (2002). *Psihologija pamćenja i učenja (IV. izdanje)*. Jastrebarsko: Naklada Slap.
- Zarevski, P., Škrinjarić, I. i Vranić, A. (2005). *Psihologija za stomatologe*. Jastrebarsko: Naklada Slap.

Articles in journals

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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.

Ivanka Živčić-Bećirević, Ph. D.

Associate Professor

Faculty of Philosophy, University of Rijeka, Department of Psychology

izivcic@ffri.hr

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.
- Živčić-Bećirević, I. (2003). Istraživanja efikasnosti psihoterapije. U M. Biro i W. Butollo (Ur.), *Klinička psihologija* (str. 419-427). Munchen: LMU.
- Živčić-Bećirević, I., Smojver-Ažić, S. i Miščenić, 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). Nezadovoljstvo 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.

Zvonimir Knezović, PhD

CURRICULUM VITAE

Born in Požega, Croatia. Graduated in psychology from the Department of Psychology, University of Zagreb in 1974. Obtained his PhD in 1985 from the University of Zagreb, with the dissertation entitled “Multivariate and classical-experimental verification hypothesis of unitarity: Eysenck's dimensions introversion-extraversion”. A year later he was appointed Assistant Professor, Associate Professor in 1997 and full professor in psychology in 2003.

He started his professional activities in 1974 as a postgraduate student at the Institute for Medical Research of the Croatian Academy of Sciences and Arts. Between 1976 and 1979 he was employed at the Department of Work Medicine and Psychology within the Zagreb Health Protection Institute. He has been employed at the Department of Psychology, Faculty of Humanities and Social Sciences, University of Zagreb since 1979. He teaches the following courses: “Emotions and Motivation”, “Military psychology”, “History of Psychology” and “Psychology as a science and a profession”.

So far, he has published over 90 scientific and professional publications (books, monographs, papers, posters, project elaborates, etc.) and has presented at various scientific and professional conferences in Croatia and abroad. He is one of the co-authors of the Croatian Model of Integral Program of Psychosocial Help for Victims of War. He has participated in 30 or so domestic and international conferences.

The main fields of Zvonimir Knezović's work primarily include 7 larger domains: 1. personality psychology; 2. psychology of criminal behavior; 3. experimental research of information transmission; 4. research of methodological aspects of questionnaire and test construction; 5. psychology of war trauma; 6. theoretical and methodological development and the application of interdisciplinary psychosocial programs for war victims; 7. psychology of emotions.

In 1995 he received the “Ramiro Bujas” award. He is a member of several domestic and international scientific and expert associations: the Croatian Psychology Association (HPD), the European Association for Personality Psychology (EAPP), the International Union of Psychological Science (IUPsyS), the World Association for Psychosocial Rehabilitation (WAPR).

He served as the President of the Croatian Psychology Association and is currently serving as the president of the World's Psychosocial Rehabilitation Association-Croatian Branch (WAPR-CB). He is the Croatian delegate at the General Assembly of the World's Scientific Psychology Department (IUPsyS).

dr. Zvonimir Knezović

LIST OF WORKS PUBLISHED IN THE PAST FIVE YEARS

(2001-2007)

1. Knezović,Z., Gogić,B., i Kocijan-Hercigonja,D. (eds.) (2001). Croatian psychosocial program- Five year experience in working with participants and casualties of Croatian Homeland war. Ministry of Croatian defenders Homeland war , Zagreb
2. Knezović,Z., Kocijan-Hercigonja,D.,i Gogić,B. (2001). Theory, method, goals and the development of the psychosocial program (pages 16-28). In: Knezović,Z., Gogić,B., Kocijan Hercigonja,D.(eds.) Croatian psychosocial program: Five year experience in working with participants and casualties of Croatian Homeland war. Ministry of Croatian Homeland war defenders, Zagreb
3. Knezović,Z., Gogić, B., i Kocijan-Hercigonja,D. (2001). Total results and Evaluation (pages 443-455). In: Knezović,Z., Gogić,B., Kocijan-Hercigonja,D.(eds.). Croatian psychosocial program: Five year experience in working with participants and casualties of Croatian Homeland war. Ministry of Croatian Homeland war defenders, Zagreb
4. Knezović, Z., i Bunjevac,T. (2003). War Stress and Agression. Contemporary Psychology. 6 (1), 45-53.
5. Knezović, Z., i Bauer, K. (2003). Extraversion and paired associate recall. Review of Psychology, 10(2),125-130.

WORKS THAT QUALIFY THE LECTURER TO TEACH IN THE DEGREE PROGRAM:

Books and chapters in books:

1. Knezović, Z., Kulenović, A., Šakić,V., Zarevski, P., i Žužul, M. (1989). Psychological characteristics of condemned people: Evaluation of diagnostic procedures. Scientific edition of the magazine „Penological subjects”, Zagreb, (page 204)
2. Knezović,Z.,Gogić,B., i Kocijan-Hercigonja,D. (eds.) (2001) Croatian psychosocial program- Five year experience in working with participants and casualties of Croatian Homeland war. Ministry of Croatian Homeland war defenders, Zagreb (page 497)
3. Žužul, M., Knezović, Z., Vizek-Vidović, V. (1990). *Faking on Personality Questionnaire : The Effects of Situation and Instruction on EPQ Responses.* (pp. 169-179). In: Van Heck, G., Hampson, S., Reykovski, J., Zrevsky, J. (Eds.) . Personality psychology in Europe: foundations, models, and inquiries (vol.3). Swets and Zeitlinger, Amsterdam

Articles in journals:

1. Knezović,Z. (1981). Hierarchical factor analysis and some metrical characteristics of Rotter's scale of the internal as opposed to the external place for reinforcement control. Review of Psychology, 11,1-2, 35-45
2. Fulgosi, A., Knezović, Z., Zarevski, P. (1982). Mathematical analysis of the relation among impulsiveness, the sensation seeking and the locus of control. Review of Psychology, 12,1-2, 35-45
3. Žužul, M., Miljević, R., Knezović, Z., Kulenović, A. (1987). *Composite of Osgood rating scale as a measure of basic personality dimensions.* Acta Instituti Psychologici Universitatis Zagrabensis, 17, 59-68.
4. Žužul, M., Knezović, Z., Šakić, V. (1989). Is aggressiveness a pathological personality trait? Penological subjects, 4, 201-207.

**EUROPEAN
CURRICULUM VITAE
FORMAT**



PERSONAL INFORMATION

| | |
|---------------------------|---------------------------------------|
| Surname(s) First name(s) | Vuletić Mavrinac Gorka |
| Address(es) | Ljudevita Posavskog 19A, 10000 Zagreb |
| Telephone(s) | +385 98 707 220 |
| Fax(es) | +385 1 4684 441 |
| E-mail(s), Web address(s) | gorka.vuletic@snz.hr |
| Nationality(-ies) | Croatian |
| Date of birth | April 26, 1970 |

WORK EXPERIENCE

| | |
|--------------------------------------|---|
| • Dates (from – to) | 1996 - now |
| Name and address of employer | Medical Faculty, University of Zagreb |
| Type of business or sector | Research and education |
| Occupation or position held | Post-doctoral research fellow at the School of Public Health, Medical School University of Zagreb |
| Main activities and responsibilities | Assistant Professor at the Department of Psychology, Faculty of Philosophy, University J.J.Strossmayer in Osijek |
| | Research and teaching |

EDUCATION

| | |
|---|---|
| Date | 1988 - 1995 |
| Place of education | Zagreb |
| Name and type of organisation providing education | School of Psychology, Faculty of Philosophy, University of Zagreb |
| Title or qualification awarded | Bachelor of Arts in Psychology |
| Date | 1996-1999 |
| Place of education | Zagreb |
| Name and type of organisation providing education | Medical Faculty, University of Zagreb |
| Title or qualification awarded | Master of science in biomedicine and health |
| Date | 2000-2004 |
| Place of education | Zagreb |
| Name and type of organisation providing education | Medical Faculty, University of Zagreb |
| Title or qualification awarded | PhD in biomedicine and health |

ADDITIONAL PROFESSIONAL EDUCATION

| | |
|--|---|
| Year | 1996-1998 |
| Place of training | Zagreb |
| Name and type of organisation providing training | Medical Faculty, University of Zagreb |
| Principal subjects/Occupational skills covered | Postgraduate study by coursework in Public Health |
| Year | 1999-2001 |
| Place of training | Zagreb |
| Name and type of organisation providing training | Croatian association for Cognitive-behavioral therapies |
| Principal subjects/Occupational skills covered | Education in Cognitive-behavioural therapy (level II) |
| Year | 2001-2002 |
| Place of training | Melbourne, Australia |
| Name and type of organisation providing training | School of Psychology, Deakin University |
| Principal subjects/Occupational skills covered | PhD research |
| Year | 2003-2007 |
| Place of training | Zagreb, Croatia |
| Name and type of organisation providing training | School of Psychology, Faculty of Philosophy, University of Zagreb |
| Principal subjects/Occupational skills covered | Postgraduate study in Clinical psychology - Specialisation in Clinical Psychology |

PERSONAL SKILLS AND COMPETENCIES

| | |
|---------------------------------------|--------------------------------|
| Mother tongue(s) | Croatian |
| Other language(s) | |
| Language | English |
| Speaking | Excellent (EU instruction: C1) |
| Writing | Excellent (EU instruction: C1) |
| Understanding (listening and reading) | Excellent (EU instruction: C1) |

SOCIAL SKILLS AND COMPETENCIES

Skills of studying and working in multicultural and multilingual environment acquired during the postgraduate scholarship at the Deakin University in Australia.
Voluntary work with students with learning difficulties.

TECHNICAL SKILLS AND COMPETENCIES

Computer skills (MS Office programs, statistical packages SPSS, SAS and Statistica for Windows, data bases)

OTHER SKILLS AND COMPETENCIES Licensed psychologist

DRIVING LICENCE(S) B category

ADDITIONAL INFORMATION Membership in the Croatian Psychological Chamber, Croatian Association for Cognitive-behavioural Therapies, Australian Centre for Quality of Life, International Society for Quality of Life Studies (ISQOLS).

**EUROPEAN
CURRICULUM VITAE
FORMAT**



PERSONAL INFORMATION

| | |
|---|--------------------------------|
| Surname(s) / First name(s) | Jasminka Despot Lučanin |
| Address(es) | Vatrogasna 10, Zagreb |
| Telephone(s) | 01 3703033 |
| Fax(es) | |
| E-mail(s), Web address(s) | jasminka@zvu.hr |
| Nationality(-ies) | Croatian |
| Date of birth | 09/12/1956 |
| Identification number from Records of Scientific Workers | 031085 |

WORK EXPERIENCE

| | | |
|---|---|---|
| • Dates (from – to) | 15/03/1981 – 15/06/1988 | 16/06/1988 – today |
| Name and address of employer | Faculty of Philosophy, Studies, Zagreb | Polytechnic of Health University of Rijeka |
| Type of business or sector | Assistant | Associate Professor |
| Occupation or position held | Health Psychology | Head of the Chair of |
| Main activities and responsibilities | Developmental psychology | Health psychology |

EDUCATION

| | |
|--|--|
| Date | 1975-80 1986 1997 |
| Place of education | Zagreb |
| Name and type of organisation providing education | Faculty of Philosophy, University of Zagreb |
| Title or qualification awarded | Graduate Psychologist, English Language and Italian Language Teacher Master of Arts (Social Sciences, Psychology) Doctor of Philosophy (Social Sciences, Psychology) |

TRAINING

| | |
|--|--|
| Year | 1983 – 1992 1989 1992 1993 |
| Place of training | Dubrovnik, Croatia; Rome, Italy; Oxford, England; Copenhagen, Denmark |
| Name and type of organisation providing training | Interuniversity Centre for Postgraduate Studies, University of Zagreb; University La Sapienza, Department of Developmental Psychology; University of Oxford; International Centre for the Rehabilitation of Torture Victims |
| Principal subjects/Occupational skills covered | Social Gerontology; Developmental Psychology; Refugees Studies Programme: Psychological Assistance to Refugees and Displaced Persons; Psychological Assistance to Torture Victims |

PERSONAL SKILLS AND COMPETENCIES

Mother tongue(s)

| |
|----------|
| Croatian |
|----------|

Other language(s)

| Language | English | Italian |
|---------------------------------------|---------|---------|
| Speaking | yes | yes |
| Writing | yes | yes |
| Understanding (listening and reading) | yes | yes |

SOCIAL SKILLS AND COMPETENCIES

Since 1981 – member of the Croatian Psychological Society, Division of Health Psychology;
Since 1993 – member of the humanitarian organization „Well-Being“
Since 2005 - member of the European Health Psychology Society

| | |
|---|--|
| ORGANISATIONAL SKILLS AND COMPETENCIES | <p>1991 - 1993 – Head of the Dept. of Psychosocial Adaptation and Education, Office for Refugees and Displaced Persons, Government of the Republic of Croatia.</p> <p>Since 1993 - member and current President of the Board of the humanitarian organization “Well-Being”, providing psychosocial assistance and additional care to older persons.</p> <p>Since 1998 - Head of the Chair of Health Psychology, Polytechnic of Health Studies.</p> <p>2002– 2005 – Vice Dean for the International Relations and Research, Polytechnic of Health Studies.</p> <p>2004 - member of the Programme committee of the 4th Conference: Communication in Nursing (Opatija, 20-22nd May), organized by the Polytechnic of Health Studies, and the Croatian Organization of Nurses.</p> <p>Since 2005 – President of the Health Psychology Class of the Croatian Psychological Chamber.</p> |
| TECHNICAL SKILLS AND COMPETENCIES | |
| ARTISTIC SKILLS AND COMPETENCIES | |
| OTHER SKILLS AND COMPETENCIES | <p>1993 – “Ramiro Bujas” award awarded by the Croatian Psychological Society for outstanding contribution to the social affirmation of psychology.</p> |
| DRIVING LICENCE(S) | yes |
| ADDITIONAL INFORMATION | <p>Lecturer at the Dept. of Psychology, Faculty of Philosophy, University of Zagreb:</p> <ul style="list-style-type: none"> - 2000/2001 – at the elective course at the graduate study of psychology - 2000/2001 – mentor of students' practice at the graduate study of psychology - 1999/2000 and 2000/2001 – invited lectures at the postgraduate study of psychology - mentor to two postgraduate students of psychology <p>Lecturer at the Faculty of Medicine, University of Zagreb:</p> <ul style="list-style-type: none"> - 2003/2004 and 2004/2005 – co-lecturer at the course at the postgraduate study of psychotherapy |
| ANNEXES | |

Alessandra Pokrajac-Bulian, PhD

University of Rijeka

Faculty of Philosophy

Department of Psychology

pokrajac@ffri.hr

Appointed Associate Professor: November 14th, 2006.

EDUCATION

- 2000** Ph.D., University of Zagreb, Faculty of Humanities and Social Sciences, Department of Psychology: «*Body dissatisfaction and emotional adjustment difficulties as predictors of eating disorders*»
- 1993** Master of Science, University of Zagreb, Faculty of Humanities and Social Sciences, Department of Psychology: «*The relation between empathy and styles of handling interpersonal conflict*»
- 1988** B.Sc. in Psychology, University of Rijeka, Department of Psychology
- 1983** High school, Associate in Education, Pula

WORK EXPERIENCE

- 1988 - 2001** School psychologist in the Italian elementary school «Galileo Galilei» Umag
- 1991 - 2001** Research Assistant at the Department of Psychology
- 1995 -** Courses taught: Psychology of Education
- 1996 - ...** Courses taught: Clinical Psychology I: Psychodiagnostic Assessment
- 2001 - 2006** Assistant Professor at the Department of Psychology
Courses taught: (in addition to those mentioned above): Clinical Neuropsychology; Body Image, Eating Disorders and Obesity
- 2006 - ...** Associate Professor at the Department of Psychology
- 2004 - 2006** Head of the Department of Psychology, Faculty of Arts and Sciences, University of Rijeka
- 2006 - ...** Head of the Chair for Clinical, Biological and Personality Psychology
- 1998 - ...** Counseling activities in the Student Counseling Centre, Faculty of Arts and Sciences, University of Rijeka

2002 - ... teaching at the Medical School, University of Zagreb; the Faculty of Economy, University of Rijeka; the Music Academy, University of Zagreb, Department of Rijeka

RESEARCH INTERESTS

Eating disorders, body image, biopsychosocial aspects of obesity and neuropsychological assessment of dementia.

KEY COURSES ATTENDED

1998 Cognitive-behavioral therapy course, Rijeka, Croatia

2001 - 2002 Professional training in eating disorder and obesity, Verona, Italy (1^o Certificate of professional training in eating disorder and obesity)

MEMBERSHIPS AND AFFILIATIONS

- Croatian Psychological Association, Member
- Croatian Psychological Chamber, Member
- Croatian Association for Psychosomatic Research, President
- Croatian Association for Cognitive and Behavioral Therapy, Member

SOME RELEVANT PAPERS PUBLISHED IN LAST FIVE YEARS

- Sartory, G., Thom, A., Griese, J., Young, D., Butorac, M., Pokrajac-Bulian, A. i Šendula, M. (2001.). Lack of Insight and Concomitant Neuropsychological Deficits in Schizophrenia. *Zeitschrift für Neuropsychologie*, 1, 54-60.
- Pokrajac-Bulian, A. i Tatalović, S. (2001.). Mjerenje spolnih i dobnih razlika u empatiji višedimenzionalnim pristupom. *Psihologijske teme*, 10, 77-87.
- Ambrosi-Randić, N. i Pokrajac-Bulian, A. (2003.). Body-size preferences in Croatian children ages seven to ten years. *Perceptual and Motor Skills*, 96, 1185-1186.
- Tkalčić, M., Pokrajac-Bulian, A., Bosanac, D. i Tomić, Z. (2003.). Procjena kognitivnog statusa pacijenata s demencijom. *Psihologijske teme*, 12, 55-62.
- Pokrajac-Bulian, A., Stubbs, L. i Ambrosi-Randić, N. (2004.). Različiti aspekti slike tijela i navike hranjenja u adolescenciji. *Psihologijske teme*, 13, 91-104.
- Pokrajac-Bulian, A. i 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.
- Ambrosi-Randić, N., Pokrajac-Bulian, A. i Takšić, V. (2005.). Nine, seven, five or three: How many figures do we need for assessing body image? *Perceptual and Motor Skills*, 100, 488-493.
- Forbes, G.B., Adam-Curtis, L., Jobe, R.L., White, K.B., Revak, J., Živčić-Bećirević, I. 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.

- Ambrosi-Randić, N. i Pokrajac-Bulian, A. (2005.). Psychometric properties of the Eating attitudes test and children's Eating attitudes test in Croatia. *Eating and Weight Disorders*, 10, e76-e82.
- Pokrajac-Bulian, A., Tkalčić, M., Ćorić, S., Bašić-Marković, N., Komadina-Gačić, N., Guina, T., Crnčević-Orlić, Ž. i Štimac, D. (2005.). Motivation to control weight in obese persons. U: D.L. Dumitrascu i L. Nedelku (Ur.), *Neurogastroenterology: From basic knowledge to clinical practice* (209-213). Cluj-Napoca: Editura Medicala Universitară "Iuliu Hatieganu".
- Tkalčić, M., Štimac, D., Sinčić-Mijandrušić, B., Krznarić-Zrnić, I. i Pokrajac-Bulian, A. (2005.). Psychosocial aspects of inflammatory bowel disease: Ulcerative colitis and Crohn's disease (preliminary report). U: D.L. Dumitrascu i L. Nedelku (Ur.), *Neurogastroenterology: From basic knowledge to clinical practice* (190-194). Cluj-Napoca: Editura Medicala Universitară "Iuliu Hatieganu".
- Pokrajac-Bulian, A., Živčić-Bećirević, I., Vukmanović, S. i Forbes, G.B. (2005.). Nezađovoljstvo tjelesnim izgledom i navike hranjenja kod studentica i njihovih majki. *Psihologijske teme*, 14 (1), 57-70.
- 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.
- Rukavina, T. i Pokrajac-Bulian, A. (2006.). Thin-ideal internalization, body dissatisfaction and symptoms of eating disorders in Croatian adolescent girls. *Eating and Weight Disorders*, 11, 31-37.
- Tkalčić, M. i Pokrajac-Bulian, A. (2006.). Biopsychosocial aspects of obesity: Transtheoretical model of behaviour change. *Cognition, Creier, Comportament/ Cognition, Brain, Behavior*, 10, 53-67.

SOME OF RELEVANT PAPERS THAT QUALIFY THE LECTURER TO TEACH THE COURSE GENDER PERSPECTIVE IN PSYCHOPATHOLOGY

- Bezinović, P., Martinac, T., Pokrajac-Bulian, A., Smojver-Ažić, S., Tkalčić, M. i Živčić-Bećirević, I. (1996.). Preliminarna analiza psiholoških poteškoća kod studenata Pedagoškog fakulteta u Rijeci. *Godišnjak Odsjeka za Psihologiju*, 4, 99-106.
- Pokrajac-Bulian, A. (1997./98.). Adaptacija i prikaz značajki upitnika za ispitivanje sindroma bulimije. *Psihologijske teme*, 6-7, 79-90.
- Pokrajac-Bulian, A. (1998.). Nezađovoljstvo tijelom i bulimični simptomi u studentskoj populaciji. *Društvena istraživanja*, 7, 581-601.
- Bezinović, P., Pokrajac-Bulian, A., Smojver-Ažić, S. i Živčić-Bećirević, I. (1998.). Struktura i zastupljenost dominantnih psiholoških problema u studentskoj populaciji. *Društvena istraživanja*, 7, 525-541.
- Pokrajac-Bulian, A. i Kandare, A. (1999./00.). Povezanost općeg nezađovoljstva tjelesnim izgledom i nekih aspekata samopoimanja u studentskoj populaciji. *Psihologijske teme*, 8-9, 63-77.
- Pokrajac-Bulian, A. (2002.). Etika kliničkog psihologa. U: M. Biro i W. Butollo (Ur.), *Klinička psihologija* (27-35). Munchen: Ludwig Maximilians Universität.

- Pokrajac-Bulian, A., Stubbs, L. i Ambrosi-Randić, N. (2004.). Različiti aspekti slike tijela i navike hranjenja u adolescenciji. *Psihologijske teme*, 13, 91-104.
- Pokrajac-Bulian, A. i 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.
- Forbes, G.B., Adam-Curtis, L., Jobe, R.L., White, K.B., Revak, J., Živčić-Bećirević, I. 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.
- Rukavina, T. i Pokrajac-Bulian, A. (2006.). Thin-ideal internalization, body dissatisfaction and symptoms of eating disorders in Croatian adolescent girls. *Eating and Weight Disorders*, 11, 31-37.
- Tkalčić, M. i Pokrajac-Bulian, A. (2006.). Biopsychosocial aspects of obesity: Transtheoretical model of behaviour change. *Cognitie, Creier, Comportament/ Cognition, Brain, Behavior*, 10, 53-67.

Curriculum vitae

| | |
|---|---|
| First name and surname | Mirjana Pibernik-Okanovic |
| Date of birth | October 9, 1948 |
| Place of birth | Karlovac, Croatia |
| Nationality | Croatian |
| Address (home) | Gundulićeva 45 a, Zagreb |
| Education | University: Faculty of Philosophy, Department of Psychology (1967-1971) Postgraduate: Faculty of Philosophy, Department of Psychology (1986-1989) Doctoral: Faculty of Philosophy Department of Psychology (2000 – 2002) |
| Employment | Vuk Vrhovac University Clinic Dugi dol 4a, Zagreb |
| Phone | +385 1 2353 935 |
| Fax | +385 1 233 15 15 |
| e-mail | pibernik@idb.hr |
| Previous employment | Institute for Children with Hearing Disorders, Zagreb (1972-1979) Center for Social Work, Zagreb (1979-1987) Psychiatric Hospital Jankomir, Zagreb (1987-1989) Vuk Vrhovac University Clinic (1989-) |
| Special qualifications | Special-education therapy course (1974) Gestalt psychotherapy course (1980-1983) Family therapy course (1981) Behavior therapy courses (1984, 1985) |
| Membership of scientific societies | Croatian Psychological Association Deutsches Kollegium für psychosomatische Medizin EASD PSAD |
| Publications | see below |

ARTICLES PUBLISHED in the last five years:

1. **Mirjana Pibernik-Okanović.** Psychometric Properties of the World Health Organisation Quality of Life Questionnaire in Diabetic Patients in Croatia. **DIABETES RESEARCH AND CLINICAL PRACTICE** 2001; 51/2:133-143

2. **M.Pibernik-Okanović,** M.Prašek, T. Poljičanin-Filipović, Ivana Pavlič-Renar, Ž. Metelko. Effects of an empowerment-based psychosocial intervention on quality of life and metabolic control in type 2 diabetic patients. **PATIENT EDUCATION AND COUNSELING** 2004; 52: 193-199

3. Skevington, S.M.; Amir, M.; Sartorius, N.; Orley, J.; Kuyken, W.; Power, M.; Herrman, H.; Schofield, H.; Murphy, B.; Metelko, Z.; Szabo, S.; **Pibernik-Okanović, M.**; Quemada, N.; Caria, A.; Rajkumar, S.; Kumar, S.; Saxena, S.; Baron, D.; Amir, M.; Tazaki, M.; Noji, A.; van Heck, G.; de Vries, J.; Arroyo-Sucre, J.; Pichard-Ami, A.; Kabanov, M.; Lomachenkov, A.; Burkovsky, G.; Carrasco, R.L.; Bodharamik, Y.; Meesapya, K.; Patrick, D.; Martin, M.; Wild, D.; Acuda, W.; Mutambirwa, J.; Aaronson, N.K.; Bech, P.; Bullinger, M.; Chen, H-N.; Fox-Rushby, J.; Moinpur, C.; Rosser, R.; Buesching, D.; Bucquet, D.; Chambers, L.W.; Jambon, B.; Jenkinson, C.D.; De Leo, D.; Fallowfield, L.; Gerin, P.; Graham, P.; Gureje, O.; Kalumba, K.; Kerr-Corea, A.; Mercier, C.; Oliver, J.; Poortinga, Y.H.; Trotter, R.; van Dam, F. [Developing methods for assessing quality of life in different cultural settings - The history of the WHOQOL instruments.](#) **SOCIAL PSYCHIATRY AND PSYCHIATRIC EPIDEMIOLOGY** 2004; 39 (1): 1-8

4. **M. Pibernik-Okanović,** K. Peroš, S. Szabo, D. Begić, Ž. Metelko. Depression in Croatian Type 2 diabetic patients: prevalence and risk factors. A Croatian survey from the European Depression in Diabetes (EDID) Research Consortium. **DIABETIC MEDICINE** 2005; 22:942-945

5. Francois Pouwer, T.Chas Skinner, **Mirjana Pibernik-Okanovic,** Aartjan Beekman, Sue Cradock, Silvija Szabo, Željko Metelko, Frank Snoek. Serious diabetes-specific problems and depression in a Croatian- Dutch-English Survey from the European depression in Diabetes (EDID) Research Consortium. **DIABETES RESEARCH AND CLINICAL PRACTICE** 2005; 70:166-173

6. **M. Pibernik-Okanović,** D. Begić, K. Peroš, S. Szabo, Ž. Metelko. Psychosocial factors contributing to persistent depressive symptoms in type 2 diabetic patients: A Croatian survey from the European Depression in Diabetes (EDID) Research Consortium. **JOURNAL OF DIABETES AND ITS COMPLICATIONS, in press**

**EUROPEAN
CURRICULUM VITAE
FORMAT**



PERSONAL INFORMATION

| | |
|--|--|
| Surname(s) / First name(s) | Anita Vulić-Prtorić, Ph.D. |
| Address(es) | Department of Psychology, University of Zadar, Obala kralja Petra Krešimira IV br. 2, 23000 Zadar, Croatia |
| Telephone(s) | 00385 23 200-556; Mob. 00385 98 177 46 60 |
| Fax(es) | 00385 23 200-685 |
| E-mail(s), Web address(s) | avulic@unizd.hr http://personal.unizd.hr/~avulic |
| Nationality(-ies) | Croatian |
| Date of birth | May 8, 1960 |
| Identification number from Records of Scientific Workers | 209932 |

WORK EXPERIENCE

| | |
|--------------------------------------|--|
| • Dates (from – to) | 1985.-1995 |
| Name and address of employer | Primary school in Požega, Croatia |
| Type of business or sector | Psychologist – consultant in primary school |
| Occupation or position held | Psychology consultant |
| Main activities and responsibilities | Psychological assessment |
| • Dates (from – to) | 1995.-2000. |
| Name and address of employer | Faculty of Science and Arts, University of Split, Zadar |
| Type of business or sector | University education |
| Occupation or position held | Lecturer of Clinical Psychology |
| Main activities and responsibilities | Teaching and participating in the scientific project granted by Ministry of Science |
| • Dates (from – to) | 2000.-2001. |
| Name and address of employer | Faculty of Science and Arts, University of Split, Zadar |
| Type of business or sector | University education |
| Occupation or position held | Senior Lecturer in Clinical Psychology |
| Main activities and responsibilities | Teaching and participating in the scientific project funded by the Ministry of Science |
| • Dates (from – to) | 2001.- |

| | |
|--------------------------------------|---|
| Name and address of employer | Department of Psychology, University of Zadar, Zadar, Croatia |
| Type of business or sector | University education |
| Occupation or position held | Assistant Professor of Psychology |
| Main activities and responsibilities | Teaching and principal investigator at the scientific project funded by Ministry of Science |

| | |
|--------------------------------------|--|
| • Dates (from – to) | 2001.- |
| Name and address of employer | Department of Psychology, Faculty of Philosophy, University of Zagreb, Croatia |
| Type of business or sector | postgraduate program in Psychology |
| Occupation or position held | Professor of Developmental Psychopathology |
| Main activities and responsibilities | |

EDUCATION

| | |
|---|--|
| Date | 1979-1985 |
| Place of education | Zagreb |
| Name and type of organisation providing education | Faculty of Philosophy, Zagreb, University of Zagreb, Croatia |
| Title or qualification awarded | Psychologist |

| | |
|---|---|
| Date | 1987- 1993 |
| Place of education | Zagreb |
| Name and type of organisation providing education | Medical School, University of Zagreb, Croatia |
| Title or qualification awarded | M.Sc. , child and adolescent psychiatry |

| | |
|---|---|
| Date | 2000. |
| Place of education | Zagreb |
| Name and type of organisation providing education | Faculty of Philosophy |
| Title or qualification awarded | Ph.D. in child and adolescent clinical psychology |

TRAINING

| | |
|-------------------------------|---------------------------|
| Year | 1988 |
| Place of training | Zagreb |
| Name and type of organisation | Behavior therapy training |

| | |
|--|---|
| providing training | |
| Principal subjects/Occupational skills covered | Psychotherapy of children and adolescents |
| Year | 1988-1990 |
| Place of training | Zagreb |
| Name and type of organisation providing training | Transactional analysis therapy training |
| Principal subjects/Occupational skills covered | Psychotherapy |
| Year | 1994 |
| Place of training | Israel |
| Name and type of organisation providing training | Trauma and Recovery Training Program |
| Principal subjects/Occupational skills covered | Crisis intervention |
| Year | 1995- 1996 |
| Place of training | University of Texas, Houston |
| Name and type of organisation providing training | Advanced Trauma and Recovery Training Program for Mental Health Professionals, Society for Psychological Assistance |
| Principal subjects/Occupational skills covered | Psychotrauma, psychological assistance |
| Year | 2002-2003 |
| Place of training | Zagreb |
| Name and type of organisation providing training | Reading and writing for critical thinking (RWCT) in high education |
| Principal subjects/Occupational skills covered | Teaching skills |

PERSONAL SKILLS AND COMPETENCIES

| | |
|-------------------|--------------------------|
| Mother tongue(s) | Croatian |
| Other language(s) | |
| Language | English, French, Italian |
| Speaking | English |
| Writing | English, French |

| | |
|---|--|
| Understanding (listening and reading) | English, French, Italian |
| SOCIAL SKILLS AND COMPETENCIES | Communicative, interviewing skills, group and team work |
| ORGANISATIONAL SKILLS AND COMPETENCIES | Member of organizational committees of a number of international conferences organized in Croatia, organization of round tables and symposia, education. |
| TECHNICAL SKILLS AND COMPETENCIES | Advanced use of MS Office applications and statistical software (Statistica, Mathematica and SAS). |
| ARTISTIC SKILLS AND COMPETENCIES | |
| OTHER SKILLS AND COMPETENCIES | -- |
| DRIVING LICENCE(S) | Category B |

**EUROPEAN
CURRICULUM VITAE
FORMAT**



PERSONAL INFORMATION

| | |
|--|--|
| Surname(s) / First name(s) | Begić Dražen |
| Address(es) | Klinika za psihijatriju, Klinički bolnički centar Zagreb, Kišpatičeva 12. Zagreb |
| Telephone(s) | 385 1 23 88 396 |
| Fax(es) | 385 1 23 88 329 |
| E-mail(s), Web address(s) | dbegic@yahoo.com |
| Nationality(-ies) | Croatian |
| Date of birth | October 29, 1958 |
| Identification number from Records of Scientific Workers | 171491 |

WORK EXPERIENCE

| | |
|--------------------------------------|---|
| • Dates (from – to) | 1982 – 1983. physician 1984 – 1986. doctor in general practice 1987 – 1990. specialization 1989 – 1993. Junior Assistant 1990 – 1995. Physician in department hospital 1993 – 2001. Assistant 2001. Assistant Professor |
| Name and address of employer | Vukovar Medical Centre Zagreb University Hospital Centre Medical Faculty |
| Type of business or sector | Physician specialist; Faculty member, Medical School, University of Zagreb |
| Occupation or position held | Head, EEG laboratory |
| Main activities and responsibilities | Clinical psychiatry, electrophysiology, education |

EDUCATION

| | |
|---|--|
| Date | Medical studies; 1977 – 1982. Postgraduate Program in Biological Psychiatry; 1989 – 1993. PhD in Medical Sciences; 1997. |
| Place of education | Zagreb Zagreb Zagreb |
| Name and type of organisation providing education | Medical School Medical School Medical School |

| | |
|--|--|
| Title or qualification awarded | Physician Master of Science Doctor of Philosophy |
| TRAINING | |
| Year | Specialist training in psychiatry; 1987 – 1990. Subspecialist training in biological psychiatry; 2004. |
| Place of training | Zagreb Zagreb |
| Name and type of organisation providing training | Zagreb University Hospital Centre Zagreb University Hospital Centre |
| Principal subjects/Occupational skills covered | Specialist in Psychiatry Subspecialist in Biological Psychiatry |
| PERSONAL SKILLS AND COMPETENCIES | |
| Mother tongue(s) | Croatian |
| Other language(s) | |
| Language | English |
| Speaking | Yes |
| Writing | Yes |
| Understanding (listening and reading) | Yes |
| SOCIAL SKILLS AND COMPETENCIES | |
| | Team work |
| ORGANISATIONAL SKILLS AND COMPETENCIES | |
| | Organisation of professional meetings, journal editing, secretarial work at the Department of Medical School University of Zagreb |
| TECHNICAL SKILLS AND COMPETENCIES | |
| | PC skills, work with instruments at the EEG laboratory |
| ARTISTIC SKILLS AND COMPETENCIES | |
| | |
| OTHER SKILLS AND COMPETENCIES | |
| | Teaching |
| DRIVING LICENCE(S) | |
| | Yes |
| ADDITIONAL INFORMATION | |
| | Training in cognitive behavioral psychotherapy; forensic psychiatrist; course «Skills in medical education»; reviewer for national and international scientific journals; member of the Academy of Medical Sciences of Croatia |

Professor Lidija Arambašić, Ph.D.

Faculty of Philosophy, University of Zagreb, Department of Psychology
lidija.arambasic@ffzg.hr

CURRICULUM VITAE

Born in Zagreb in 1957. Psychology graduated at the Faculty of Philosophy, University of Zagreb in 1981. During the school year 1981/82 worked in secondary schools as psychologist in Rovinj.

Since 1982 employed at the Faculty of Philosophy, University of Zagreb (Department of Psychology, Chair for health and clinical psychology); in the 2001 was nominated as a chief of the mentioned Chair. In the 1985 acquired her MA degree, and in the 1994. her Ph.D. degree.

As part of the undergraduate study she is giving lectures in the one obligatory course ("Psychotherapy schools), and two elective courses: "basic counseling skills" and "Counseling in crisis situations". She the leader of an elective course "Psychology of the persons with special needs". She was giving lectures at the undergraduate studies of political sciences and social work.

She is active in the postgraduate studies at the Department of Psychology, Faculty of Philosophy, University of Zagreb, Medical faculty in Zagreb and Faculty of Philosophy in Sarajevo.

Since 1987 she is very active in fundamental and applied sciences projects. Since 1991 she was very active in numerous programs/projects aimed at helping war victims. During 11 years (1995. do 2006) she was the leader of the project "Developing the crisis intervention system in Republic of Croatia" as part of activities of NGO Society for Psychological Assistance.

At the moment she is collaborator at two scientific projects: "Cognitive and socio-emotional factors in math learning" and "Anxiety and depression trough lifespan perspective " financed by the Ministry of science, education and sport of the Republic of Croatia.

She is educated in gestalt psychotherapy, gestalt family therapy, in the field of traumatic psychology, supervision, group work and psychological crisis intervention.

She has publisher more than 30 scientific papers, chapter in several books, she is author or editor of three books.

She has translated 16 books/books chapters of psychology books/handbooks and 4 psychological tests and their manuals.

She is member of the Croatian Psychological Society, Croatian Psychological Chamber and Society for Psychological Assistance, as well as EAPP and EARLI.

**PUBLICATIONS IN THE LAST FIVE YEARS
(2003 – 2007)**

Books and books' chapters:

1. Arambašić, L. (2003.) Gubici i tugovanje te njihove posljedice po pojedinca i zajednicu, u: D. Ajduković (ur.), Socijalna rekonstrukcija zajednice, Društvo za psihološku pomoć, Zagreb, 123. – 152.
2. Arambašić, L. (2003.) Individualni stres i trauma, u: D. Ajduković (ur.), Socijalna rekonstrukcija zajednice, Društvo za psihološku pomoć, Zagreb, 99.-122.
3. Arambašić, L. (2003.) Psihološke krizne intervencije, u: M. Biro i W. Butollo (ur.) Klinička psihologija, Katedra za kliničku psihologiju Ludwig Maximilians Universität, München i Novi Sad Futura, Novi Sad publikacija, 365-378.
4. Arambašić, L. (2004.) Supervizija i krizne intervencije, u: M. Ajduković i L. Cajvert (ur.) (2004.) Supervizija u psihosocijalnom radu. Zagreb: Društvo za psihološku pomoć, str.253 - 277.
5. Arambašić, L. (2005.). Gubitak, tugovanje, podrška, naklada "Slap" Jastrebarsko (516 str.).
6. Arambašić, L. (2005.). Psihološko savjetovanje u području darovitosti, u: V.Vlahović-Štetić (ur.). Daroviti učenici: teorijski pristup i primjena u školi, Institut za društvena istraživanja u Zagrebu, Zagreb, 51.-67.

Journal articles:

1. Šverko, B., Arambašić, L. i Galešić, M. (2002.). Work-life balance among Croatian employees: role time commitment, work-home interference and well-being, *Social Science Information*, 41 (2) 281. – 301.
2. Arambašić, L. (2002.). Stvaranje i razvoj mreže timova za psihološke krizne intervencije u sustavu prosvjete, *Zbornik radova sa savjetovanja "Još bliže djetetu i roditelju"*, Gradski ured za obrazovanje i šport, Zagreb, str. 50.-55.
3. Arambašić, L. (2003.). Stres i suočavanje – teorijski modeli i njihove implikacije za problem nezaposlenosti, *Suvremena psihologija*, 6 (1), 103.-127.
4. Arambašić, L. (2003./2004.) Što je strah od matematike i kako se manifestira, *Zrno*, 85/86, 8.-10.
5. Profaca, B. i Arambašić, L. (2004.). Upitnik izvora i intenziteta roditeljskog stresa, *Suvremena psihologija*, 7, 243.-260.
6. Arambašić, L., Vlahović-Štetić, V. i Severinac, A. (2005.). Je li matematika bauk? Stavovi, uvjerenja i strah od matematike kod gimnazijalaca, *Društvena istraživanja*, 80, 1081. – 1102.

PUBLICATIONS WHICH QUALIFY THE PROFESSOR FOR LECTURES

Books and books' chapters:

1. Arambašić, L. (1992.). Prevencija i terapija posttraumatskog stresnog poremećaja (PTSP-a) s osvrtom na terapiju djece, u: M.Žužul i Z.Raboteg-Šarić (ur.), Ratni stres u djece: suzbijanje, posljedice i liječenje, Ministarstvo obrane RH, Uprava za informativno-psihološku djelatnost, Zagreb, 93.-102.
2. Arambašić, L. (1996.). Savjetovanje, u: J. Pregrad (ur.), Stres, trauma, oporavak, Društvo za psihološku pomoć, Zagreb, 63.-86.
3. Arambašić, L. (ur.) (2000.). Psihološke krizne intervencije: podrška i pomoć nakon kriznih događaja, Društvo za psihološku pomoć, Zagreb. (182 str.) (*sveučilišni udžbenik*)
4. Arambašić, L. (2003.). Gubici i tugovanje te njihove posljedice po pojedinca i zajednicu, u: D. Ajduković (ur.), Socijalna rekonstrukcija zajednice, Društvo za psihološku pomoć, Zagreb, 123. – 152.
5. Arambašić, L. (2003.). Individualni stres i trauma, u: D. Ajduković (ur.), Socijalna rekonstrukcija zajednice, Društvo za psihološku pomoć, Zagreb, 99. – 121.
6. Arambašić, L. (2003). Psihološke krizne intervencije, u: M. Biro i W. Butollo (ur.) Klinička psihologija, Katedra za kliničku psihologiju Ludwig Maximilians Universität, München i Novi Sad Futura, Novi Sad, 365-378.
7. Arambašić, L. (2004.) Supervizija i krizne intervencije, u: M. Ajduković i L. Cajvert (ur.) (2004.) Supervizija u psihosocijalnom radu. Zagreb: Društvo za psihološku pomoć, str.253 - 277.
8. Arambašić, L. (2005.). Psihološko savjetovanje u području darovitosti, u: V. Vlahović-Štetić (ur.), daroviti učenici: teorijski pristup i primjena u školi, Institut za društvena istraživanja u Zagrebu, str. 51.-67.
9. Arambašić, L. (2005). Gubitak, tugovanje, podrška, naklada "Slap" Jastrebarsko (516 str.) (*sveučilišni udžbenik*)

Journal articles:

1. Vladislavljević, Z. i Arambašić, L. (1995.). Uspješnost suočavanja s traumatskim događajima u odnosu na sadržaj i širinu repertoara suočavanja, *Psychologia Croatica*, 1(3-4), str. 165.-186.
2. Arambašić, L. (2000.). Stresni i traumatski događaji te gubici u dječjoj dobi, *Dijete i društvo*, 2, 175.-186.

3. Arambašić, L. i Vizek-Vidović, V. (2000.). Posredujuća uloga životinja u terapijskim programima, *Revija za rehabilitacijska istraživanja*, 36(1), 17.-23.
4. Arambašić, L. (2003.). Stres i suočavanje – teorijski modeli i njihove implikacije za problem nezaposlenosti, *Suvremena psihologija*, 6 (1), 103.-127.
5. Profaca, B. i Arambašić, L. (2004.). Upitnik izvora i intenziteta roditeljskog stresa, *Suvremena psihologija*, 7, 243.-260.

**EUROPEAN
CURRICULUM VITAE
FORMAT**



PERSONAL INFORMATION

| | |
|---|----------------------------------|
| Surname(s) / First name(s) | Vlado Jukić |
| Address(es) | Ulica grada Vukovara 237, Zagreb |
| Telephone(s) | 01 63 10 700 |
| Fax(es) | |
| E-mail(s), Web address(s) | vlado.jukic@bolnica-vrapce.hr |
| Nationality(-ies) | Croatian |
| Date of birth | 23/06/1951 |
| Identification number from Records of Scientific Workers | 1732010 |

WORK EXPERIENCE

1982 – 1983. physician
 1984 – 1986. doctor in geneneral practice
 1987 – 1990. specialization
 1989 – 1993. young assistant
 1990 – 1995. physician in department hospital
 1993 – 2001. assistant
 2001. assistant professor

| | |
|---|---|
| • Dates (from – to) | 1976 – 1977. physician 1978 – 1986. physician in department hospital 1979 – 1982. specialization 1986 – 1994. physician in department hospital 1994 – today. physician in department hospital 1990 – 1998. young assistant 1998 – 2003. assistant professor 2003. associated professor |
| Name and address of employer | Medicinski centar Koprivnica, Dom zdravlja Poreč, Medicinski centar Sisak Neuropsychiatric hospital, "Dr. Ivan Barbot", Popovača Zagreb University Hospital Centre Psychiatric Hospital Vrapče Medical Faculty |
| Type of business or sector | Physician specialist; Faculty member, Medical Faculty, University of Zagreb |
| Occupation or position held | Head of Psychiatric Hospital Vrapče |
| Main activities and responsibilities | Clinical psychiatry, education |

EDUCATION

| | |
|---|--|
| Date | Medical studies; 1970 – 1976. Postgraduate Study in Forensic Psychiatry; 1981 – 1989. Doctorate in Medical Sciences; 1997. |
| Place of education | Zagreb Zagreb Zagreb |
| Name and type of organisation providing education | Medical Faculty Medical Faculty Medical Faculty |
| Title or qualification awarded | Physician Master of Science Doctor of Philosophy |

TRAINING

| | |
|--|---|
| Year | Specialist training in psychiatry; 1979 – 1982. |
| Place of training | Zagreb |
| Name and type of organisation providing training | Zagreb University Hospital Centre |
| Principal subjects/Occupational skills covered | Specialist in Psychiatry |

PERSONAL SKILLS AND COMPETENCIES

| | |
|---------------------------------------|----------|
| Mother tongue(s) | Croatian |
| Other language(s) | |
| Language | English |
| Speaking | yes |
| Writing | yes |
| Understanding (listening and reading) | yes |

SOCIAL SKILLS AND COMPETENCIES

| |
|-----------|
| Team work |
|-----------|

ORGANISATIONAL SKILLS AND COMPETENCIES

| |
|--|
| Head of psychiatric hospital, organisation of professional meetings, journal editing |
|--|

TECHNICAL SKILLS AND COMPETENCIES

| |
|--|
| PC skills, work with instruments at the EEG laboratory |
|--|

ARTISTIC SKILLS AND COMPETENCIES

| |
|--|
| |
|--|

OTHER SKILLS AND COMPETENCIES Teaching

DRIVING LICENCE(S) yes

ADDITIONAL INFORMATION Lecturer at Medical Faculty, University of Mostar
Training in group psychotherapy; family psychotherapy; reviewer of national and international scientific journals; member of the Academy of Medical Sciences of Croatia; member of the International Society for the Investigation of Stress

ANNEXES

SIGNATURE

Appendix 3.
**List of premises and collaborators for the Specialist Degree
Program in Clinical Psychology**

1. Neurosurgery Clinic

Rebro University Hospital

Address: Kišpatićeva 12, 10000 Zagreb

Telephone: 2388 888

Clinical practice advisor: **Valerija Hauptfeld, MSc**

Program draft: Assessment of remaining psychological functions after trauma or neurosurgical treatment, assessment of work competence, monitoring patients after trauma or neurosurgical treatment, differential diagnostics topic diagnostics. The most frequent categories of patients: cranial-cerebral injuries, arterial brain malformations, brain tumors, hydrocephalus.

2. The City of Zagreb Institute of Public Health

Address: Mirogojska cesta 16, 10000 Zagreb

Telephone: 4696 111 (switchboard), 4696 103 (direct)

Clinical practice advisor: **Aleksandar Momirović, MSc**

Program draft: Traffic psychology (driver selection, evaluation of driver capabilities, selection in air traffic, etc.); evaluating work capacity for jobs with special working conditions; assessment of the need to be cared for by others; theoretical and practical issues in designing psychological measuring instruments; using computers in psychological practice.

3. Psychiatry Clinic

Firule University Hospital

Address: Spinčićeva 1, 21000 Split

Telephone: 021/556 111

Clinical practice advisor: **dr. Vlasta Sirišćević**

Program draft: Assessment of intellectual capacity, assessment of perception, motor skills and memory, personality exploration; testing for differences in various test indicators of different clinical groups.

4. Polyclinic for mental diseases

Pula General Hospital

Address: Nino Valconi 1, 52000 Pula

Telephone: 052/21 44 33

Clinical practice advisor: **Apolonija Lasan, Msc.**

Program draft: Psychodiagnostics of children and adults; diagnostics of children with developmental difficulties; neuropsychological diagnostics of adults; introduction to forensic psychology in practice.

5. Special hospital for the protection of children with neurodevelopmental and motor disturbances

Address: Goljak 2, 10000 Zagreb

Telephone: 49 25 200

Clinical practice advisor: **Snježana Bilać, MSc**

Program draft: Diagnostics in children from the point of view of developmental neuropsychology; team work in designing a rehabilitation program for children with neurodevelopmental and motor disturbances, monitoring and evaluating the program; counseling, education and therapeutic interventions in working with children, parents, kindergartens and schools.

6. Ugljan Psychiatric Hospital

Address: 23275 Ugljan

Telephone: 023/208 279

Fax: 023/288 550

Clinical practice advisor: **Mladen Mavar, Msc.**

Program draft: Psychodiagnostics of psychiatric disorders; clinical psychology practice in a therapy community, group psychotherapy and work therapy.

7. National Center for Psychotrauma

The Psychiatric Ward

Dubrava University Hospital

Address: Avenija Gojka Šuška 6, 10000 Zagreb

Telephone: 290 26 97

Clinical practice advisor: **Inga Tonković, Msc.**

Program draft: Psychodiagnostics of psychiatric disturbances; autogenic training; group psychotherapy of traumatized patients.

8. The Vuk Vrhovac University Hospital for Diabetes, Endocrinology and Metabolic Diseases

Address: Dugi dol 4a, 10000 Zagreb

Telephone: 233 22 22

Fax: 233 15 15

Clinical practice advisor: **dr. Mirjana Pibernik-Okanović**

Program draft: Psychological diagnostic of individual factors which influence the treatment of diabetes (instruments which relate to beliefs, opinions, the quality of life, personal welfare, satisfaction with the treatment, etc.); psychological counseling of patients with special needs; working in small groups in a day hospital (body consciousness, relaxation techniques, stress reduction techniques); the role of a psychologist in medical research.

9. Rijeka Mental health Outpatient Clinic

Rijeka Healthcare Center

Address: Ulica braće Monjac 5, 51000 Rijeka

Telephone: 051/333 333

Clinical practice advisor: **Gordana Bertović, Msc.**

Program draft: Psychodiagnostics, psychotherapy and prevention in working with adults with: neurotic reactions, differential neuroses, psychotic reactions and chronic psychoses, addictions (alcohol and drugs), PTSS, psychosomatic and symptomatic psychological disturbances after brain or cardiac infarctions or as a consequence of other neurological diseases (epilepsy, etc.).

10. **Institute for Clinical, Healthcare and Organizational Psychology**

Rijeka University Hospital

Address: Istarska 43, 51000 Rijeka

Telephone: 051/659 111

Clinical practice advisor: **Inge Vlašić-Cicvarić, MSc**

Program draft: Psychologists working with patients hospitalized in pediatrics, surgery, orthopedics and rehabilitation; outpatient work with children and parents with referrals from primary healthcare; diagnostics (autism, early child psychoses, mental retardations, anorexia) and differential diagnostics (psychosomatic or organic diseases, such as headaches), children and parent counseling, psychotherapy of all disturbances in children; psychologist's activities in treating chronically ill children (team work with a pediatrician).

11. **Neurology, Psychiatry and Clinical Psychology Department**

Požega General County Hospital

Address: Osječka bb, 34000 Požega

Telephone: 034/ 254 555

Clinical practice advisor: **Slavka Galić, MSc**

Program draft: Diagnostics and neuropsychological assessment of adults (differential diagnostics of various psychiatric disturbances and organic brain injuries, assessment of cognitive and executive functions and personality in patients who suffered from various cranial cerebral injuries and brain diseases); psychodiagnostic and neuropsychological assessment of children with various problems (behavioral disorders, school failure, asthma, etc.); differential diagnostics of adolescent crises and psychotic disorders in adolescents; therapy with children (behavioral-cognitive approach, play therapy); working with a group of hospitalized patients, education of parents and children with asthma, pregnancy courses.

12. **Children's Diseases Department**

Osijek Clinical Hospital

Address: J. Huttlera 4, 31000 Osijek

Telephone: 031 511 224

E-mail: baraban.dunja@kbo.hr

Clinical practice advisor: **Dunja Baraban, MSc**

Program draft: Assessment of the degree of the child's developmental disorder and/or the consequence of the brain injury or disease on the psychological functioning of the child; monitoring the psychomotor development of prematurely born children or children with different risk factors; assessment of relations within the family; assessment of emotional problems; counseling and support to parents and children with chronic diseases such as diabetes, epilepsy, asthma; making hospital stay easier for sick children and their parents; training healthcare personnel concerning the psychological reactions of children and parents to disease.

13. **Psychiatric Clinic**

Osijek Clinical Hospital

Address: J. Huttlera 4, 31000 Osijek

Telephone: 031 511 784
Clinical practice advisor: **Jelena Barkić, MSc**

Program draft: Psychodiagnostics (psychodiagnostics of psychotic disorders); psychotherapy and prevention; training healthcare personnel (nurses and head nurses, medical students and doctors).

14. Krapinske Toplice Medical Rehabilitation Special Hospital

Address: 49000 Krapinske Toplice
Telephone: 049 232 122, extension 206
Clinical practice advisor: **Dubravko Tršinski, MSc**

Program draft: Diagnostics, treatment and monitoring persons in post-acute rehabilitation after cranial-cerebral injury: diagnostics includes the application of classical clinical psychodiagnostic instruments (e.g. Wechsler Bellevue intelligence tests), specific memory tests (e.g. Rey AVLT i CFT), neuropsychological tests and batteries (e.g. Wisconsin card sorting test), scales and tests which are used by other experts (e.g. Loewenstein occupational therapy cognitive assessment), personality assessment techniques; therapy includes cognitive training of patients after brain injuries using specialized software or commercial computer games and psychological support to persons after brain injury and members of their family, patient follow up is mostly done during rehabilitation (maximum of 6 months), using the same psychodiagnostic tools.

15. The City of Zagreb Polyclinic for the Protection of Children

Address: Argentinska 2
Telephone: 3457 518
Clinical practice advisors: **dr. Gordana Buljan-Flander**
Bruna Profaca, MSc

Program draft: Psychological, social, psychiatric, special education and pediatric assistance to children with various traumatic experiences and children at risk of being traumatized, so as to enable them to be able to cope with the consequences of such experiences. Diagnostics and forensics. Individual and group counseling and support of children and their parents. Organizing and implementing training, supervision and professional training of experts.

16. Psychiatry Department

Dubrovnik General Hospital
Address: R. Mišetića 2, 20000 Dubrovnik
Telephone: 020 431 750
E-mail: josip.lopizic@du.htnet.hr, josipl@bolnica-du.hr
Clinical practice advisor: **Josip Lopižić, MSc**

Program draft: Psychodiagnostics, psychotherapy and psychological education of children and adolescents; psychodiagnostics and counseling of adult patients; psychodiagnostics and counseling of oncological patients; conciliatory work at other wards (pediatry, neurology, physical medicine, dermatology, internal medicine...).

17. Pediatric Clinic

Rebro University Hospital

Address: Kišpatičeva 12, 10000 Zagreb

Telephone: 23 88 537

Clinical practice advisor: **Marina Grubić, MSc**

Program draft: individual psychological activities (psychological diagnostic procedures: monitoring psychomotor development of children at neural risk and children with chronic diseases, testing intellectual capacities, differential diagnostic procedures of psychosomatic disorders, therapeutic procedures – psychological preparation for pain and stress reduction, psychological preparation of patients for diagnostic and therapeutic procedures); conciliatory work (participation in diagnostics of psychological disorders; pervasive developmental disorders, stuttering, TIK, anxiety disorders, etc.; participating in treating children with chronic diseases: diabetes, epilepsy, etc.).

18. Special Hospital for the Protection of Children with Neurodevelopmental and Motor Disorders

Address: Goljak 2, 10000 Zagreb

Telephone: 49 25 200 (switchboard)

Clinical practice advisor: **Tatjana Puljiz, MSc**

Program draft: diagnostics of children from the point of view of developmental neuropsychology (medical-psychological history, collecting information about the development and behavior of the child in various situations, psychological neurodevelopmental testing of cognitive, emotional and social development and behavior of the child, observing the child in various structured and unstructured situations, writing a psychological finding and opinion); team design of a program of child (re)habilitation, follow up and program assessment; counseling, training, therapy interventions in children, parents and all other environments (kindergartens, schools, special institutions) through individual and/or group types of communication.