Department of Psychology

Academic year 2021./2022.

Studies

University undergraduate single major study
Psychology

1. semester

Mandatory courses

95301	Biological psychology I	7	45/0/30
35826	Introduction to methodology of experimental psychology	4	30/0/0
35829	Perception and memory	6	45/15/0
39622	Physical Education 1	0	0/0/30
35825	Psychology as a science and profession	1	15/0/0
35827	Statistics in psychology I	6	30/0/30

Elective courses - during course of study choose a min. of 34 ECTS credits among elective courses - Students should have at least 34 ECTS credits from elective courses in the course of undergraduate study (11800)

Courses from this department

46815	Communication skills	5	30/0/30
42429	Community work	2	0/0/60
51235	Evolutionary psychology	5	30/30/0
36854	Information resources and literature search in psychology	2	0/0/15
36853	Measuring techniques in psychology	3	15/0/15
131598	Psychology of disability	4	15/30/0
59753	Psychology of learning and teaching mathematics	3	30/0/0
51227	Psychology of pain	3	30/0/0
80915	Psychology of sex and gender	4	30/15/0
95304	Self-concept and self-presentation	4	30/15/0
36858	Technology and sustainable development	3	30/0/0
131594	Use of computers in data analysis	5	15/0/45

Courses from other departments

Number of courses: 218

Foreign language for special purposes - choose one foreign language (4024)

225410	English for Psychology 1	2	0/30/0
225418	French for Academic Purposes 1	2	0/30/0
225422	German for Academic Purposes 1	2	0/30/0
225434	Italian for Academic Purposes 1	2	0/30/0
225426	Russian for Academic Purposes 1	2	0/30/0
225430	Spanish for Academic Purposes 1	2	0/30/0

2. semester

Mandatory courses

35831	Biological psychology II	6	45/15/0
35832	Learning and higher cognitive processes	6	30/30/0
39624	Physical Education 2	0	0/0/30
35833	Practicum in psychology I	7	0/0/75
35830	Statistics in psychology II	6	30/0/30

Elective courses - during course of study choose a min. of 34 ECTS credits among elective courses - Students should have at least 34 ECTS credits from elective courses in the course of undergraduate study (11800)

Courses from this department

36855	Academic reading and writing	4	30/15/0
42429	Community work	2	0/0/60
36856	Fundamentals of biology	3	30/0/0
170254	Fundamentals of sport psychology	3	30/0/0
58503	Health care of preschool children	4	15/15/0
132496	Psychology of language	4	30/15/0
52609	Psychology of trauma	4	30/15/0
36858	Technology and sustainable development	3	30/0/0

Courses from other departments

Number of courses: 219

Foreign language for special purposes - choose same language as in 1st semester (4025)

225411	English for Psychology 2	2	0/30/0
225419	French for Academic Purposes 2	2	0/30/0
225423	German for Academic Purposes 2	2	0/30/0
225435	Italian for Academic Purposes 2	2	0/30/0
225427	Russian for Academic Purposes 2	2	0/30/0
225431	Spanish for Academic Purposes 2	2	0/30/0

3. semester

Mandatory courses

51222	Emotion and motivation	7	45/30/0
51224	Introduction to developmental psychology	6	30/15/15
50927	Physical Education 3	0	0/0/30
186864	Practicum in psychology II	7	0/0/75

Elective courses - during course of study choose a min. of 34 ECTS credits among elective courses - Students should have at least 34 ECTS credits from elective courses in the course of undergraduate study (11800)

Courses from this department

46815	Communication skills	5	30/0/30
42429	Community work	2	0/0/60
51235	Evolutionary psychology	5	30/30/0
36854	Information resources and literature search in psychology	2	0/0/15
36853	Measuring techniques in psychology	3	15/0/15
131598	Psychology of disability	4	15/30/0
59753	Psychology of learning and teaching mathematics	3	30/0/0
51227	Psychology of pain	3	30/0/0
80915	Psychology of sex and gender	4	30/15/0
95304	Self-concept and self-presentation	4	30/15/0
36858	Technology and sustainable development	3	30/0/0
131594	Use of computers in data analysis	5	15/0/45

Courses from other departments

Number of courses: 218

4. semester

Mandatory courses

51232	Child and adolescent psychology	6	30/15/15
51231	Introduction to test theory	6	30/0/30
50932	Physical Education 4	0	0/0/30
51230	Psychology of Personality	7	45/30/0
51233	Social perception and attitudes	6	30/15/15

Elective courses - during course of study choose a min. of 34 ECTS credits among elective courses - Students should have at least 34 ECTS credits from elective courses in the course of undergraduate study (11800)

Courses from this department

36855	Academic reading and writing	4	30/15/0
42429	Community work	2	0/0/60
36856	Fundamentals of biology	3	30/0/0
170254	Fundamentals of sport psychology	3	30/0/0
58503	Health care of preschool children	4	15/15/0
132496	Psychology of language	4	30/15/0
52609	Psychology of trauma	4	30/15/0
36858	Technology and sustainable development	3	30/0/0

Courses from other departments

Number of courses: 219

5. semester

Mandatory courses

52595	Interpersonal and intragroup relations	6	30/15/15
52604	Introduction to clinical psychology	4	30/0/0
52594	Psychology of adulthood and aging	5	30/15/0
97279	Quantitative test interpretation	6	30/0/30

Elective courses - during course of study choose a min. of 34 ECTS credits among elective courses - Students should have at least 34 ECTS credits from elective courses in the course of undergraduate study (11800)

Courses from this department

46815	Communication skills	5	30/0/30
42429	Community work	2	0/0/60
51235	Evolutionary psychology	5	30/30/0
36854	Information resources and literature search in psychology	2	0/0/15
36853	Measuring techniques in psychology	3	15/0/15
131598	Psychology of disability	4	15/30/0
59753	Psychology of learning and teaching mathematics	3	30/0/0
51227	Psychology of pain	3	30/0/0
80915	Psychology of sex and gender	4	30/15/0
95304	Self-concept and self-presentation	4	30/15/0
36858	Technology and sustainable development	3	30/0/0
131594	Use of computers in data analysis	5	15/0/45

Courses from other departments

Number of courses: 218

6. semester

Mandatory courses

52597	History of psychology and psychological systems	4	15/15/0
131499	Intelligence	4	30/0/0
52596	Introduction to Psychopatology	4	30/0/0
52605	Introduction to school and preschool psychology	4	15/0/15
52606	Introduction to work psychology	5	30/0/15
215558	Non-experimental methods in psychology	6	30/15/15

Elective courses - during course of study choose a min. of 34 ECTS credits among elective courses - Students should have at least 34 ECTS credits from elective courses in the course of undergraduate study (11800)

Courses from this department

36855	Academic reading and writing	4	30/15/0
42429	Community work	2	0/0/60
36856	Fundamentals of biology	3	30/0/0
170254	Fundamentals of sport psychology	3	30/0/0
58503	Health care of preschool children	4	15/15/0
132496	Psychology of language	4	30/15/0
52609	Psychology of trauma	4	30/15/0
36858	Technology and sustainable development	3	30/0/0

Courses from other departments

Number of courses: 219

University graduate single major study
Psychology

1. semester

Mandatory courses

117742	Clinical assessment of psychological disorders	7	30/30/30
117744	Educational psychology: learning and teaching	5	30/0/30
117743	Motivation and work behavior	6	30/15/15
117745	Psychometrics	5	30/0/30

Elective courses - during course of study choose a min. of 33 ECTS credits - choose a min. of 33 ECTS credits during course of study (10709)

Courses from this department

118179	Basic counselling skills	5	30/0/30
131602	Behavior genetics	5	30/30/0
184952	Career management	6	30/0/45
42429	Community work	2	0/0/60
184951	Computer use in psychology	3	15/0/15
142680	Consumer psychology	5	30/30/0
198882	Multivariate methods: models of dimensionality	5	30/15/15
125499	Organizational psychology	6	45/0/30
118176	Practicum in methodology of teaching	6	0/0/60
118183	Psychology of parenting	6	45/30/0
131607	Psychology of sexuality	5	30/0/30
184949	Structural equation modeling	5	30/0/30
142704	Theory and practice of vocational guidance	4	30/0/15

Courses from other departments

Number of courses: 217

Practice and Participation in research - take both courses during course of study - choose both courses during course of study (12448)

198864	Participation in research	2	0/0/60
124471	Practice	6	0/0/75

2. semester

Mandatory courses

124473	Educational psychology: motivational and social factors	6	30/15/15
186888	Practicum in psychology III	7	15/0/60
124470	Selecting and developing employees	7	30/0/45

Elective courses - during course of study choose a min. of 33 ECTS credits - choose a min. of 33 ECTS credits during course of study (10709)

Courses from this department

131597	Applied developmental psychology	4	15/15/15
118179	Basic counselling skills	5	30/0/30
42429	Community work	2	0/0/60
128277	Complex research designs	3	15/0/15
125493	Current issues in work psychology	5	30/0/30
198912	Educational Psychology for students with school difficulties	5	30/30/0
125505	Educational psychology of gifted students	5	30/0/30
184950	Entrepreneurial skills	6	30/0/45
125494	Group treatment	5	30/0/30
184284	Hormones and behavior	4	30/15/0
125497	Methodology of teaching psychology	5	30/30/0
125503	Military psychology	3	30/0/0
198884	Multivariate methods: prediction and classification models	5	30/15/15
160825	Psychodiagnostic methods	5	30/15/15
118181	Psychological disorders - theories and diagnostic procedures	5	30/0/30
198863	Summer school of psychology	5	0/30/45

Courses from other departments

Number of courses: 190

Practice and Participation in research - take both courses during course of study - choose both courses during course of study (12448)

198864	Participation in research	2	0/0/60
124471	Practice	6	0/0/75

3. semester

Mandatory courses

117741	Ethics in psychological research and practice	2	30/0/0
124472	Personality assessment	4	15/0/30
117746	Psychotherapy schools	4	30/0/0
117747	Social identity and intergroup relations	6	30/15/15

Elective courses - during course of study choose a min. of 33 ECTS credits - choose a min. of 33 ECTS credits during course of study (10709)

Courses from this department

118179	Basic counselling skills	5	30/0/30
131602	Behavior genetics	5	30/30/0
184952	Career management	6	30/0/45
42429	Community work	2	0/0/60
184951	Computer use in psychology	3	15/0/15
142680	Consumer psychology	5	30/30/0
198882	Multivariate methods: models of dimensionality	5	30/15/15
125499	Organizational psychology	6	45/0/30
118176	Practicum in methodology of teaching	6	0/0/60
118183	Psychology of parenting	6	45/30/0
131607	Psychology of sexuality	5	30/0/30
184949	Structural equation modeling	5	30/0/30
142704	Theory and practice of vocational guidance	4	30/0/15

Courses from other departments

Number of courses: 217

Practice and Participation in research - take both courses during course of study - choose both courses during course of study (12448)

198864	Participation in research	2	0/0/60
124471	Practice	6	0/0/75

4. semester

Mandatory courses

127524	Graduation thesis	15	0/0/0
124468	Individual work with the mentor	5	0/0/30

Elective courses - during course of study choose a min. of 33 ECTS credits - choose a min. of 33 ECTS credits during course of study (10709)

Courses from this department

131597	Applied developmental psychology	4	15/15/15
118179	Basic counselling skills	5	30/0/30
42429	Community work	2	0/0/60
128277	Complex research designs	3	15/0/15
125493	Current issues in work psychology	5	30/0/30
198912	Educational Psychology for students with school difficulties	5	30/30/0
125505	Educational psychology of gifted students	5	30/0/30
184950	Entrepreneurial skills	6	30/0/45
125494	Group treatment	5	30/0/30
184284	Hormones and behavior	4	30/15/0
125497	Methodology of teaching psychology	5	30/30/0
125503	Military psychology	3	30/0/0
198884	Multivariate methods: prediction and classification models	5	30/15/15
160825	Psychodiagnostic methods	5	30/15/15
118181	Psychological disorders - theories and diagnostic procedures	5	30/0/30
198863	Summer school of psychology	5	0/30/45

Courses from other departments

Number of courses: 190

Practice and Participation in research - take both courses during course of study - choose both courses during course of study (12448)

198864	Participation in research	2	0/0/60
124471	Practice	6	0/0/75

Courses

Academic reading and writing

Name	Academic reading and writing	
Organizational unit	Department of Psychology	
ECTS credits	4	
ID	36855	
Semesters	Summer	
Teachers	Anita Peti Stantić, PhD, Full Professor (primary)	
Hours	Lectures	30
	Seminar	15
Prerequisites	None	

Goal

Teaching methods

Assessment methods

Learning outcomes

1.
2.
3.
4.

Content

1. Introduction
2. Croatian Language. Croatian Standard Language.
3. Public Language. Responsibility in Public Language.
4. Functional Styles in Standard Language.
5. Scientific Functional Style. Instructions for Writing a Bibliography
6. Academic Vocabulary. Spoken and Written
7. Review of a Popular Science Book Following the Instructions
8. Writing a biography. Excercise in Critical Reading and Writing
9. Writing a Motivation Letter.
10. Oral exercise: Public Presentation
11. Oral exercise: Public Presentation
12. Revision of the Presentation of a Popular Science Book
13. Open Topics
14. Open Topics
15. Final Grading

Applied developmental psychology

Name	Applied developmental psychology
Organizational unit	Department of Psychology
ECTS credits	4
ID	131597
Semesters	Summer
Teachers	Gordana Kuterovac Jagodić, PhD, Full Professor (primary) Inja Erceg, PhD, Senior Assistant
Hours	Lectures 15 Seminar 15 Practicum 15
Prerequisites	None
Goal	Introduction to the application of scientific knowledge in the field of developmental psychology in various areas of practical work of psychologists.
Teaching methods	Lectures, seminars, exercises, guest appearances by psychologists from practice, visits to the relevant institutions.
Assessment methods	Student activity in the classroom and through individual and group seminar papers. Upon completion of classes oral exam.
Learning outcomes	1. Students will develop sensitivity to current social problems and developmental difficulties within a lifelong approach to development. 2. Students will get acquainted with the work of psychologists with people of different age groups (children, young people, adults, the elderly) in different working areas. 3. Students will develop the skills needed to create and implement preventive psychosocial programs of different problems intended for people of different age groups.
Content	The course deals with topics related to the practical application of scientific knowledge in developmental psychology by which psychologists seek to improve developmental outcomes throughout lifespan in different environments: education, social, clinical, non-governmental sector and in the field of social policies. Some of the topics covered by the course are prevention, treatment and remediation of current social problems such as developmental problems and needs of children and youth, peer violence, addictions, juvenile delinquency, marital and family problems, domestic violence, divorce, unemployment, care for the elderly, etc. Students are introduced to techniques for planning and evaluating psychosocial preventive programs that encourage optimal lifelong development and popularize knowledge of fundamental developmental psychology.

Basic counselling skills

Name	Basic counselling skills
Organizational unit	Department of Psychology
ECTS credits	5
ID	118179
Semesters	Winter, summer
Teachers	Lidija Arambašić, PhD, Full Professor (primary)
Hours	Lectures 30 Practicum 30
Prerequisites	To enrol course it is necessary to pass course Communication skills
Goal	Students will be able to explain the factors that make it difficult / easier to establish a relationship between the counselor and the client. They will recognize their own characteristics that can make them (un) successful counselors. They will be able to recognize the signs of the client and their own resistance in the counseling process and the ways in which the client checks whether he can trust the counselor. They will be able to apply the basic communication skills needed in the counseling process: understanding verbal communication, recognizing signs of nonverbal communication, actively listening and asking questions. They will be able to list and describe the individual stages of the counseling process.
Teaching methods	Lectures, discussions, exercises
Assessment methods	Checking the acquisition of skills is carried out during classes through demonstration exercises and role-playing. Assessment of knowledge, attitudes and beliefs about the counseling process is carried out during classes through discussions and demonstration exercises, written (homework) assignments and a written exam after the subject.

Learning outcomes

1. Describe the factors that make it difficult / easier to establish a relationship between the counselor and the client.
2. Identify their own traits that can make them (un) successful counselors
3. Recognize the signs of clients and their own resistance in the counseling process
4. Identify ways in which the client checks to see if the counselor can be trusted
   Demonstrate basic communication skills needed in the counseling process: understanding verbal communication, recognizing signs of nonverbal communication, silence, active listening and asking questions
   Distinguish individual stages of the counseling process
5. Demonstrate basic communication skills needed in the counseling process: understanding verbal communication, recognizing signs of nonverbal communication, silence, active listening and asking questions
6. Distinguish individual stages of the counseling process

Content

1. Definition of psychological counseling.
2. Difference to psychotherapy.
3. Objectives and outcomes of counseling.
4. Prerequisites for successful counseling.
5. Difficulties in establishing a counselor-client relationship.
6. Counselor characteristics important for the counseling process.
7. Client trust in counselor.

8. Client resistance.
9. Basic communication skills in the counseling process.
10. Verbal and nonverbal communication
11. Listening skills, active listening, questioning
12. Problems assessment
13. Phase of setting goals
14. Intervention phase
15. Ending of counseling

Behavior genetics

Name	Behavior genetics	
Organizational unit	Department of Psychology	
ECTS credits	5	
ID	131602	
Semesters	Winter	
Teachers	Denis Bratko, PhD, Full Professor (primary) Martina Pocrnić, Assistant	
Hours	Lectures Seminar	30 30
Prerequisites	None	
Goal	Objective of this course is to enable students to gather knowledge about basic concepts in behavioral genetics, as well as to get acquainted with research on the genetic and environmental contribution to the development of behavioral characteristics, primarily in the field of intelligence, personality psychology and psychopathology. Also, the aim of the course is to enable students to independently study the literature in the field of behaviour genetics.	
Teaching methods	Lectures, seminars, independent assignments.	
Assessment methods	Oral exam.	

Learning outcomes

1. Understanding the main concepts in the field of behavioral genetics.
2. Describing and critically analyzing the methods of quantitative and molecular genetic research.
3. Understand the sources of individual differences in different behavioral characteristics.
4. Critically interpreting scientific and professional literature in the field of behavioral genetics.

Content

1. Introduction to behaviour genetics; History of behaviour genetics.
2. Basis of genetics (genes, chromosomes, methods of locating genes); Mechanisms of gene influence on behaviour; Mendel's laws of heredity.
3. Quantitative genetics theory.
4. Methods of quantitative genetics (Twin study, Adoption study, Family study).
5. Molecular genetics (Candidate gene association studies, Linkage studies, GWAS).
6. Basics of data analysis in behavioral genetics (Correlation analysis on genetic informative groups, Formulating and testing models on genetic and environmental influences).
7. Environmental influences and individual differences (shared and nonshared environmental influences); Genotype-environment correlation and interaction; Genetic influence on environmental measures.
8. Genetic and environmental influences on individual differences in cognitive abilities.
9. Genetic and environmental influences on individual differences in personality.
10. Behavioral genetic studies of the social behaviour: attitudes and prejudice.
11. Behavioral genetic studies within the positive psychology: basic psychological needs, life satisfaction, and subjective well-being.
12. Genetic and environmental influences on individual differences in psychopathology.
13. Implications and ethics of behaviour genetic research.
14. Students' presentations of research findings in the field.
15. Students' presentations of research findings in the field.

Biological psychology I

Name	Biological psychology I
Organizational unit	Department of Psychology
ECTS credits	7
ID	95301
Semesters	Winter
Teachers	Meri Tadinac, PhD, Full Professor (primary) Ivana Hromatko, PhD, Associate Professor Katarina Faraguna, Assistant
Hours	Lectures 45 Laboratory exercise 30
Prerequisites	None
Goal	Introduce students to the biological bases of mental processes and behaviours, and mastering basic knowledge of neuroanatomy, neurophysiology and neurochemistry.
Teaching methods	Lectures, practicum exercises, blended e-learning, independent assignments, multimedia and networking, consultations.
Assessment methods	Teachers continuously monitor students' work. The acquisition of competencies for recognizing, describing and comparing methodological approaches in the research of biological bases of behavior, structural elements of nerve cells and synapses, neurotransmitters, basic parts of the nervous system and different regions of the cerebral cortex is monitored through the exit checks at the end of each laboratory exercise. The ability to integrate knowledge about the structure and function of the nervous system and to interpret the biological basis of certain forms of behaviour is tested through colloquia and/or written exams.

Learning outcomes

1. Describe the structure and explain the function of the synapse
2. List and compare the main groups of neurotransmitters
3. Describe the parts of the nervous system, their function and the consequences of their dysfunction
4. Analyze and compare the functions of different cortical systems
5. Differentiate between the consequences of damage to different regions of the cerebral cortex
6. Integrate contemporary knowledge about the structure and function of the cerebral cortex
7. Explain the importance of understanding biological processes underlying various complex human behaviours
8. Describe and compare different methods used in researching the biological basis of behavior
9. Describe the structure of a nerve cell and explain the process of nerve excitation

Content

1. Biological psychology as a part of neuroscience. Subject and methods of biological psychology.
2. Nerve cell: structure, function, division. Glia cells: types and function.
3. Nervous excitation: membrane potential, formation of action potential, ionic basis of action potential, neural conduction.
4. Synapse: synapse structure, types of synapses, chemical transmission of nerve impulses.
5. Neurotransmitters: division, principles of action.
6. Basic division of the nervous system: central and peripheral, somatic and autonomic. Phylogenetic and ontogenetic development of the nervous system.
7. Spinal cord - structure, division, pathways.
8. Brain stem. Cerebellum.
9. The cerebrum. The structure of the cerebral cortex. Principles of neocortical organization.
10. Visual system.

11. Hearing, taste, olfactory and somatosensory systems.
12. General principles of the sensory systems function.
13. Motor systems: pyramidal and extrapyramidal system.
14. Associative areas of the cerebral cortex.
15. Synthesis of recent findings about the function of the cerebral cortex.

Biological psychology II

Name	Biological psychology II
Organizational unit	Department of Psychology
ECTS credits	6
ID	35831
Semesters	Summer
Teachers	Meri Tadinac, PhD, Full Professor (primary) Ivana Hromatko, PhD, Associate Professor Katarina Faraguna, Assistant
Hours	Lectures 45 Seminar 15
Prerequisites	To enrol course it is necessary to pass course Biological psychology I
Goal	Connecting different forms of experience and behaviour with their biological substrate, i.e. the underlying nervous and endocrine processes. Introduce students to the biological basis of motivation, emotions, biological rhythms, wakefulness and sleep, memory, attention and disorders of these processes.
Teaching methods	Lectures, seminars and workshops, blended e-learning, independent assignments, multimedia and networking, consultations.
Assessment methods	Through a series of seminars based on recent empirical research, we evaluate students' competencies to analyze and critically assess methodological, theoretical and ethical aspects of research into the biological basis of experience and behavior. Through colloquia and/or written exams, we test whether students can explain the biological basis of certain forms of behavior, or relate certain forms of behaviour to neurophysiological and neurohormonal processes.

Learning outcomes

1. Describe and explain the structure and function of the autonomic nervous system, limbic system and endocrine system and their role in mental processes.
2. Describe and explain the functioning of different regulatory systems in the body (homeostasis, regulation of body temperature, feeding, drinking, biological rhythms and sleep)
3. Describe and explain the processes of sexual differentiation and the biological basis of sexual behaviour
4. Describe and explain the biological basis of emotion
5. Describe and explain the biological basis of learning and memory
6. Explain the concept of brain lateralization and describe the methods of its study
7. Describe the neurophysiological basis of speech comprehension and production and speech dysfunctions
8. Analyze research articles in the field of biological psychology
9. Assess the extent to which certain behaviours can be explained by known biological factors

Content

1. Autonomic nervous system: structure and function of the sympathetic and parasympathetic nervous systems. Hypothalamus.
2. Limbic system: structure and basic functions.
3. Endocrine system: glands and their function and the consequences of their dysfunction, the interaction of endocrine and nervous systems.
4. Biotic needs. Thermoregulation.
5. Regulation of feeding and drinking. Disorders.
6. Gender differentiation and sexual needs.
7. Biological rhythms - neural mechanisms of cyclic alternation of wakefulness and sleep.
8. Sleep: slow-wave and REM sleep, sleep theories, sleep disorders.
9. Emotions: peripheral changes, central structures involved in emotion regulation, theories of emotion.
10. Brain areas of positive and negative reinforcement.

11. Attention and awareness.
12. Learning and memory: neurophysiological basis of sensory, short-term and long-term memory
13. The role of certain parts of the nervous system in learning and memory, memory disorders.
14. Lateralization of cerebral hemisphere functions: methods of lateralization examination and basic findings.
15. Speech - neurophysiological basis of speech understanding and production, disorders of speech functioning.

Career management

Name	Career management
Organizational unit	Department of Psychology
ECTS credits	6
ID	184952
Semesters	Winter
Teachers	Darja Maslić Seršić, PhD, Full Professor (primary) Jasmina Tomas, PhD, Postdoctoral Researcher
Hours	Lectures 30 Field exercises 45
Prerequisites	None
Goal	The aim of this course is to acquaint students with modern trends in the labor market, to enable them to acquire the skills of successful management of their own careers and the skills of implementing interventions designed to increase the employability of the unemployed.
Teaching methods	Method of Social Service Learning (SSL) - lectures, exercises, activities, field work, mentorship.
Assessment methods	Students earn ECTS by regularly attending classes, participating in exercises and the final presentation of interventions conducted on marginalized unemployed people. Instead of the final exam, the student submits: (1) the personal career plan that includes practical tasks conducted in methodological exercises and a brief analysis of the results of applied self-assessment techniques; (2) the SSL project report describing the experience of working with a person with difficulty in employability; analyzes the specific needs, obstacles and resources of career development of a specific group or individuals; states and documents the results of the intervention in the specific case.

Learning outcomes

1. Describe contemporary trends in the labor market and critically analyze their consequences on work motivation and individual well-being.
2. Compare and evaluate approaches in defining individual employability.
3. Applying active job search skills and self-presentation skills in terms of career competences.
4. To identify negative consequences of (long-term) unemployment.
5. Identify and analyze needs of unemployed people and to identify career resources of various persons.
6. Create and implement interventions aimed at encouraging employability and employment of unemployed persons from marginalized groups.
7. Critically analyze social programs aimed at encouraging employability, especially of marginalized groups.

Content

1. Long-term unemployment and social exclusion
2. Support for social inclusion and access to the labor market for marginalized groups
3. Terminology, concepts and theoretical background of socially responsible learning in higher education.
4. Methods of socially responsible learning, national and international cases
5. Challenges of the modern labor market: work mobility and flexibility, job insecurity. Traditional and contemporary career models.
6. Dispositional employability as an individual resource for career management. Psychosocial interventions for improving employability of unemployed persons.
7. Vocational identity development. Self-perception of one's own career development.
8. Career adaptability. Assessment of career adaptability with the aim to improve employability of unemployed person.

9. Career decision making. Career goals setting.
10. Career plan. Appling career plan in psychosocial interventions with unemployed persons.
11. Acquisition of social capital. Interventions intended to increase the social capital of unemployed persons.
12. Job search - resources, predictors, strategies and outcomes. Creating CV and presenting to employers. Applying skills of CV creating in interventions with unemployed persons.
13. Job interview. Applying skills of job interview in interventions with unemployed persons.
14. Generic work competences - work in team and team roles.
15. Work well-being.

Child and adolescent psychology

Name	Child and adolescent psychology	
Organizational unit	Department of Psychology	
ECTS credits	6	
ID	51232	
Semesters	Summer	
Teachers	Gordana Keresteš, PhD, Full Professor (primary)	
Hours	Lectures	30
	Seminar	15
	Practicum	15
Prerequisites	To enrol course it is necessary to pass course Introduction to developmental psychology	
Goal	To describe key changes in different areas of individual development, from conception to adulthood, and explain mechanisms producing these changes.	
Teaching methods	Lectures, seminars, test demonstrations	
Assessment methods	During the semester, the quality of seminar presentation is evaluated, and understanding of key topics and concepts is examined by two written exams. On the final written and oral exam, factual knowledge, critical evaluation of research findings, sensitivity to ethical issues in child and adolescent psychology, and application of knowledge about child and adolescent development is evaluated. The final grade consists of two components: seminar presentation (20%) and written and oral exam (80%).	

Learning outcomes

1. To describe typical characteristics, behaviors, and abilities of children and adolescents of different ages, as well as individual differences within the normal range
2. To analyze mechanisms causing developmental changes and contexts in which development occurs
3. To critically think about strengths and weaknesses of instruments for assessing abilities and behaviors of children and adolescents
4. To critically evaluate scientific literature in the field of child and adolescent psychology
5. To protect and promote children's rights and ethical standards in research and professional work with children and adolescents

Content

1. Phases and risks of prenatal development
2. Birth and perinatal period.
3. Physical and motor development in infancy
4. Perceptive, cognitive and language development in infancy
5. Emotional and social development in infancy
6. Physical and motor development in early and middle childhood
7. Perceptive, cognitive and language development in early and middle childhood
8. Emotional and social development in early and middle childhood
9. Physical development in adolescence
10. Cognitive development in adolescence
11. Emotional and social development in adolescence
12. The basics of developmental psychopathology
13. Tests for examining early development
14. Tests for examining cognitive development in childhood and adolescence
15. Development and mental health of children and adolescents in crisis

Clinical assessment of psychological disorders

Name	Clinical assessment of psychological disorders
Organizational unit	Department of Psychology
ECTS credits	7
ID	117742
Semesters	Winter
Teachers	Nataša Jokić-Begić, PhD, Full Professor (primary) Tanja Jurin, PhD, Assistant Professor
Hours	Lectures 30 Seminar 30 Practicum 30
Prerequisites	None
Goal	The aim of the course is to acquire competence in the implementation of clinical processes and professional interpretation of findings obtained using psychodiagnostic techniques and instruments in individuals with mental disorders.
Teaching methods	Lectures, seminars, exercises, observation in a psychiatric hospital, conducting interviews and psychological assessment in the psychiatric hospital "St. John" in Zagreb
Assessment methods	The final grade represents the sum of points collected on the basis of attendance at classes, activity and fulfillment of obligations at seminars, submitted and graded five tasks and the final exam. Percentages of points for individual elements in the calculation of the final grade: 1. Attendance at classes, activities and fulfillment of obligations at seminars 8% 2. Five (individual and group) mandatory works - 15% 3. Final exam - 76% a. written part 50 points (70% of the total number of points required for passing) - 50% of the final exam b. practical part - finding and opinion of a psychologist - 5% of the final exam c. oral part of the exam - 45% of the final exam

Learning outcomes

1. Describe clinical pictures of various mental disorders
2. Identify and discuss problems in the classification and diagnosis of disorders.
3. Plan a clinical assessment process appropriate for a client with a mental disorder or disorder.
4. Conduct an interview for psychodiagnostic purposes and critically generate hypotheses about the client's current condition/problem.
5. Select, apply and professionally interpret appropriate psychodiagnostic instruments needed for psychological assessment
6. Write the findings and opinion of the clinical evaluation
7. Critically evaluate the application of psychodiagnostic instruments in clinical practice
8. Create a research design in clinical psychology
9. Know and apply ethical principles of working with people suffering from mental disorders through clinical assessment

Content

1. lectures: Introductory introduction to the course
   Exercises: How are people suffering from mental disorders? - an exercise in evoking thoughts and feelings associated with states of emotional
2. lectures: Classification systems
   exercises: Clinical assessment practice - interviewing
   seminars: Interview in clinical assessment

3. lectures: Anxiety Disorders - Panic and Phobias
   Exercises: Attending an interview in a psychiatric ward (in small groups) and a critical review of the interview
   seminars: Observation in clinical assessment
4. lectures: Anxiety Disorders - PTSD and Acute Stress Disorder
   exercises: Clinical assessment practice - observation
   seminars: Generating hypotheses from interviews and observations
5. lectures: Anxiety disorders - GAD and OKP
   Exercises: Attending interviews and observations in the psychiatric ward (in small groups) and a critical review of the observations
   seminars: Intelligence concept, method of measurement (tests) and limitations
6. lectures: Somatoform and dissociative disorders
   Exercises: Exercising Clinical Assessment - Attending Clinical Assessment in the Psychiatric Department and Discussing the Generation of Hypotheses Based on Clinical Assessment
   seminars: Assessment and measurement of other cognitive abilities
7. lectures: Mood disorders and suicide
   exercises: Introduction to intelligence tests in clinical psychology and practice of applying tests
   seminars: Personality assessment - Objective personality questionnaires
8. lectures: Disorders that occur in women
   exercises: Introduction to other tests of cognitive abilities in clinical psychology and practice of application of tests
   seminars: Projective personality tests
9. lectures: Psychoorganic disorder
   exercises: Introduction to personality questionnaires in clinical psychology and practice training
   seminars: Data integration obtained by different clinical assessment techniques
10. lectures: Schizophrenia
    exercises: Self-completion of psychological tests and questionnaires
    seminars: Writing opinions and findings of psychologists - the adoption of the concept, basic features, and parts of the findings
11. lectures: Addictions
    exercises: Participation in the overall clinical assessment (in groups of 3 students) with clinical psychologists employed in psychiatric institutions with special emphasis on the selection and application of tests and questionnaires.
    seminars: Writing opinions and findings - practicing terminology and writing findings independently
12. lectures: Personality disorders - division
    exercises: Practice writing findings and opinions of psychologists.
    seminars: Specifics of research in clinical psychology - introduction to the basic types of methodological designs in the field
13. lectures: Personality disorders - clusters
    Exercises: Participation in all phases of clinical assessment in psychiatric wards with an emphasis on combining all knowledge and skills and practicing writing findings and opinions of psychologists
    seminars: Work on a specific research project
14. lectures: Disorders in childhood
    Exercises: Discussion and selection of adequate methodology for selected research in the field of clinical psychology (in small groups)
    seminars: presentations of research drafts in groups and discussion and critical review of each presented drafts.
15. lectures: Impulse control disorders
    Exercises: Presentations of research projects in a clinical evaluation with discussion and critical review of the same
    seminars: presentations of research drafts in groups and discussion and critical review of each presented draft.

Communication skills

Name	Communication skills
Organizational unit	Department of Psychology
ECTS credits	5
ID	46815
Semesters	Winter
Teachers	Željka Kamenov, PhD, Full Professor (primary) Aleksandra Huić, PhD, Assistant Professor Jasmina Mehulić, Assistant
Hours	Lectures 30 Exercise 30
Prerequisites	None
Goal	Students will be able to recognize and describe the fundamentals of successful communication. They will also be able to efficiently apply skills and techniques needed to engage in successful communication with individuals, groups and in front of an audience. Finally, students will become acquainted with and learn how to adhere to the rules of academic writing and presenting.
Teaching methods	Interactive lectures Group discussions and student interaction. Seminars and practical work. Individual and group assignments.
Assessment methods	written and oral exams various individual assignments and a written seminar

Learning outcomes

1. Apply the principles of clear and direct verbal communication and recognize communication distortions and barriers in own and other's communication.
2. Able to argue their opinion.
3. Apply rules of synchronized conversation in interpersonal relations.
4. Express their needs assertively.
5. Describe the rules of active listening and apply them in interpersonal communication.
6. Individually write an academic seminar.
7. Plan, form and conduct a presentation in front of an audience.
8. Name principal rules of communication and discuss practical consequences of using these rules in interpersonal communication.
9. recognize nonverbal signs and interpret their meaning while communicating.

Content

1. Information on the course requirements and student obligations. Communication skills in interpersonal relations with individuals.
2. Communication types and goals.
3. Elements of the communication process. Communication rules.
4. Non-verbal communication.
5. Verbal communication.
6. Argumentation.
7. Academic writing.
8. The importance of communication for interpersonal relations.
9. Barriers to communication.
10. Assertiveness.
11. Active listening.
12. Communication within small groups. Conducting group discussion. Debate.

13. Introduction to presentation skills. Presentation preparations and structure.
14. Creating and finishing the presentation
15. Public speaking. Presenting in front of an audience

Community work

Name	Community work
Organizational unit	Department of Psychology
ECTS credits	2
ID	42429
Semesters	Winter, summer
Teachers	Damir Ljubotina, PhD, Full Professor (primary)
Hours	Field exercises 60
Prerequisites	None

Goal

Teaching methods

Assessment methods

Learning outcomes

1.
2.
3.
4.
5.

Content

Complex research designs

Name	Complex research designs
Organizational unit	Department of Psychology
ECTS credits	3
ID	128277
Semesters	Summer
Teachers	Dragutin Ivanec, PhD, Full Professor (primary)
Hours	Lectures 15 Practicum 15
Prerequisites	None
Goal	Students will be able to identify weaknesses that may arise in complex factorial research designs. They will be able to operationalize in the research design the number of independent variables as well as the number of their levels. Students will be able to select an appropriate model of statistical analysis when testing both main effects and interaction relationships. Students will also be able to use various forms of post hoc testing in complex factorial designs. Students will be able to plan the statistical power in a planned factorial research design.
Teaching methods	Teaching includes lectures and practical work related in planning and conducting of typical factorial research designs. The practical work is based on the statistical analysis on prepared data for all variations of design used.
Assessment methods	A knowledge test and, if necessary, an oral exam.

Learning outcomes

1. Recognize validity threats in factorial experimental research design.
2. Planning of statistical power in research design.
3. Testing and interpreting main and interaction effects in factorial design.
4. Planning, use and interpretation of different forms of post hoc testing in factorial designs.
5. Using analysis of covariance as a statistical way to control internal validity in a research design.

Content

1. General sources of treats of validity in research design.
2. Validity of statistical inferences – size effects and statistical power in experimental design.
3. Statistical power planning.
4. Characteristics of completely independent factorial design. Research questions and statistical analysis.
5. Repeated measures factorial research design. Research questions and statistical analysis.
6. Mixed factorial research design. Research questions and statistical analysis.
7. Simple experimental design whit statistical control. Analysis of covariance.
8. Factorial design with statistical control in analysis of covariance.
9. Practical work - planning of statistical power.
10. Practical work - independent factorial design.
11. Practical work - repeated factorial design.
12. Practical work - mixed factorial design.
13. Practical work - simple design using a covariate as a statistical control.
14. Practical work - factorial design using a covariate as a statistical control.
15. Integration all topics form the course.

Computer use in psychology

Name	Computer use in psychology
Organizational unit	Department of Psychology
ECTS credits	3
ID	184951
Semesters	Winter
Teachers	Damir Ljubotina, PhD, Full Professor (primary)
Hours	Lectures 15 Practicum 15
Prerequisites	None
Goal	Students will get acquainted with the use of information technologies in research and applied psychology. Students will be able to search various sources of scientific information for their own, as well as to choose a suitable software support.
Teaching methods	1 hour of lectures and 1 hour of practical work which include individual work on the computer and demonstrations of computer use in psychology. Part of the lectures will be organized via web page including students' individual work and a continuous observation of their activities.
Assessment methods	Student grades will be based on in-class activity assessments, project accomplishment, and final written exam.

Learning outcomes

1. Cite and critically evaluate the possibilities of computer and modern technology use in research and applied psychology
2. Describe the Possibilities of computer usage in psychodiagnostics and analyse the possibilities of using additional information available when using computers in testing
3. Describe the Possibilities of computer usage in psychological counselling and therapy, education and research
4. Evaluate different systems of online data collection and make a simple application for conducting a survey and identify methodological issues that can affect online data collection validity
5. Describe the possibilities and advantages of Computer use with disabled people
6. Describe the perspectives on using Expert systems and artificial intelligence in psychology

Content

1. - Computer use in psychodiagnostics: computers in testing, possibilities of stimulus administration, additional information available when using computers in testing and its psychometric value - 1st part
2. Computer use in psychodiagnostics: computers in testing, possibilities of stimulus administration, additional information available when using computers in testing and its psychometric value - 2nd part
3. Equivalence between classical and computerised tests
4. Computerised adaptive testing (CAT);
5. Surveys via computers: Use of information technology in conducting a survey (e.g., Limesurvey, SurveyMonkey, CATI), methodological issues in online research - 1st part
6. Surveys via computers: Use of information technology in conducting a survey (e.g., Limesurvey, SurveyMonkey, CATI), methodological issues in online research - 2nd part
7. Using computers in interviews and behaviour analysis (digital trace)
8. Possibilities of computer usage in education and lectures (e-learning), programmed learning via computer, distance learning systems, Multimedia presentation; knowledge examination systems;
9. Computer use with disabled people; programmes for blind and partially sighted
10. Possibilities of computer and Internet use in counselling and psychotherapy
11. Use of computers in experiments;

12. Overview of specific applications for use in psychological research (psychometrics, Methodology, learning)
13. Expert systems and artificial intelligence;
14. Specific psychological contents on the Web
15. Perspective of further development of application of digital technology in psychology

Consumer psychology

Name	Consumer psychology
Organizational unit	Department of Psychology
ECTS credits	5
ID	142680
Semesters	Winter
Teachers	Zvonimir Galić, PhD, Associate Professor (primary) Nikola Erceg, Assistant
Hours	Lectures 30 Seminar 30
Prerequisites	None
Goal	The aim of this course is: to get acquainted with the concept of consumer behavior and its meaning for individuals and organizations; consider methods and techniques of consumer behavior research; get acquainted with the main psychological determinants of consumer behavior; consider the main influences on the consumer decision-making process and get acquainted with the models, procedures and results of promotional activities The purpose of this course is to acquaint students with another area of application of psychological knowledge and provide them with some basic knowledge that will increase their practical professional usefulness after graduation.
Teaching methods	Lectures and seminars
Assessment methods	Students were evaluated on the basis of success in project assignments (30%), activities in teaching and virtual seminar (20%) and success in the final test (40%).

Learning outcomes

1. To define consumer behavior and describe the importance of psychology in understanding it
2. To explain the main psychological determinants of consumer behavior
3. To describe the consumer decision-making process and list the factors that influence it
4. To demonstrate how social science methods are used in market research
5. to illustrate the application of psychological principles in promotional activities
6. to create a market research project

Content

1. Definition of consumer behavior psychology
2. Perception and consumer behavior
3. Learning and memory and consumer behavior
4. Motivation and consumer behavior
5. Market research design 1
6. Market research design 2
7.
8. Personality, lifestyles and consumer behavior;
9. Group influence on consumer behavior
10. Consumer decision making
11. Psychological aspects of promotion
12. Designing a promotion 1
13. Designing a promotion 2
14. Brand management 1
15. Brand management 2

Current issues in work psychology

Name	Current issues in work psychology
Organizational unit	Department of Psychology
ECTS credits	5
ID	125493
Semesters	Summer
Teachers	Zvonimir Galić, PhD, Associate Professor (primary)
Hours	Lectures 30 Practicum 30
Prerequisites	None
Goal	To introduce students to current and relevant problems in the field of work psychology, approaches to their research and ways to solve them. Improve students' professional and research competencies.
Teaching methods	Lectures, e-learning, online virtual seminar. Teaching is of the "seminar" type, combined through teamwork, individual work, joint meetings and an online virtual seminar, with maximum activity of the students themselves in researching the topic and informing each other about the results achieved. In didactic terms, the emphasis is on active learning with the help of computer-mediated discussions (so-called computer conferencing). An asynchronous discussion model was applied, which allows for an individual pace of work: each discussion topic is open for some time (15 days), so students have enough time to schedule reading literature and writing contributions in days and hours that suit them.
Assessment methods	Students should actively participate in lectures and virtual discussions. In each of the four topics of discussion, the student should appear with at least three larger (2500-3000 characters) and two smaller (up to 500 characters) contributions, and once be part of the team that writes the introduction to the topic (5-6000 characters) and once a part of the team that gives an overview of the discussion and a summary of the discussion (5-6000 characters long). Contributions must be relevant to the topic of discussion and instructive for other participants in the discussion. Each contribution to the discussion in each of the four mandatory topics is evaluated individually. The final grade is the average grade of all contributions to the discussion.

Learning outcomes

1. to describe and explain the theoretical basis of the examined phenomenon
2. to identify the main determinants of the examined phenomenon
3. to select appropriate research methodology and / or measurement procedures
4. to identify the advantages and disadvantages of different ways of resolving the negative consequences that the phenomenon could have for an individual, organization or society as a whole
5. to search psychological literature and databases by key terms and authors and find articles relevant to the topic
6. **Content**
    1. Introduction to the course: Defining obligations
       Introduction to Topic 1: Reading Literature
    2. Online discussion - Topic 1: Nature of managerial work. Management and leadership. Psychology of derailed managers.
    3. Online discussion - Topic 1: Nature of managerial work. Management and leadership. Psychology of derailed managers. Review of Topic 1
    4. Introduction to Topic 2: Reading Literature
    5. Online discussion - Topic 2: How do we measure implicit motives?

What is the conditional reasoning approach and how can we use it to predict managerial performance?

6. Online discussion - Topic 2: How do we measure implicit motives? What is the conditional reasoning approach and how can we use it to predict management performance?

7. Review of Topic 2
8. Introduction to Topic 3: Reading Literature
9. Online discussion - Topic 3:
   How do we measure individual differences in decision making? What is the difference between intelligence and rationality? How can individual differences in decision making be used for the purpose of selecting and developing managers?
10. Online discussion - Topic 3:
    How do we measure individual differences in decision making? What is the difference between intelligence and rationality? How can individual differences in decision making be used for the purpose of selecting and developing managers?
11. Review of Topic 3
12. Introduction to Topic 4: Reading Literature

13. Online discussion - Topic 4: Development of a research project and / or design of a practical intervention aimed at improving human resource management of managers.

14. Online discussion - Topic 4: Development of a research project and / or design of a practical intervention aimed at human resource management of managers.

15. Presentations of research designs and practical interventions.

Educational Psychology for students with school difficulties

Name	Educational Psychology for students with school difficulties	
Organizational unit	Department of Psychology	
ECTS credits	5	
ID	198912	
Semesters	Summer	
Teachers	Nina Pavlin Bernardić, PhD, Associate Professor (primary)	
Hours	Lectures Seminar	30 30
Prerequisites	None	
Goal		
Teaching methods		
Assessment methods		
Learning outcomes		
Content		

Educational psychology of gifted students

Name	Educational psychology of gifted students	
Organizational unit	Department of Psychology	
ECTS credits	5	
ID	125505	
Semesters	Summer	
Teachers	Vesna Vlahović Štetić, PhD, Full Professor (primary)	
Hours	Lectures Practicum	30 30
Prerequisites	To enrol course it is necessary to pass course Educational psychology: learning and teaching	
Goal	The aim of the course is to introduce students to the characteristics of gifted children, ways of identifying them and the possibilities of working with gifted children within the school system.	
Teaching methods	Lectures, exercises, fieldwork, independent assignments.	
Assessment methods	The grade is formed on the basis of the evaluation of the seminar paper (30%) and the success in the final exam (70%).	

Learning outcomes

1. Analyzing the cognitive, emotional, and motivational characteristics of the gifted
2. Selecting an appropriate identification procedure and instruments with respect to the theoretical approach
3. Recommending an appropriate form of working with gifted students or their education
4. Creating a workshop for gifted students or their teachers/parents
5. Creating a program for working with the gifted and collaborating with other experts in the implementation and evaluation of the program.

Content

1. Myths about the gifted.
2. Theoretical approaches and definitions of giftedness.
3. Cognitive characteristics of gifted children
4. Motivation of the gifted
5. Identification process
6. Measuring of giftedness
7. Assessing giftedness
8. Features of working with the gifted within the school system
9. Acceleration
10. Program enrichment
11. Creating a program for gifted students
12. Counseling and professional orientation for gifted students
13. Teachers' characteristics important for working with the gifted
14. Psychologists' work with teachers of gifted students
15. Psychologists' work with parents of gifted students

Educational psychology: learning and teaching

Name	Educational psychology: learning and teaching	
Organizational unit	Department of Psychology	
ECTS credits	5	
ID	117744	
Semesters	Winter	
Teachers	Vesna Vlahović Štetić, PhD, Full Professor (primary) Ivana Car Vanja Putarek, Assistant	
Hours	Practicum Lectures	30 30
Prerequisites	None	
Goal	Students will be able to use relevant knowledge of educational psychology needed by school psychologists, as well as in other learning and teaching situations.	
Teaching methods	Lectures and exercises, independent work and team work, fieldwork.	
Assessment methods	The grade includes points earned through two written reports, two tests during the semester, a written exam and an oral exam.	

Learning outcomes

1. Comparing theoretical models and applying appropriate research methods in the field of learning and teaching.
2. Explaining the relationships between students' and teachers' characteristics, teaching approaches, school context, and educational outcomes.
3. Analyzing the relationships between the teaching process and learning outcomes in different academic domains.
4. Applying some of the main psychological instruments for determining the characteristics of students and creating and applying instruments for assessing school achievement.
5. Creating procedures for encouraging the development of learning strategies and techniques, and teaching skills.

Content

1. Introductory lecture, outcomes and contents of the course, preparation for fieldwork.
2. Determinants of educational outcomes.
3. Students' characteristics important for educational outcomes.
4. Students with special needs.
5. Gifted students.
6. Behaviorists, social learning theories and education.
7. Cognitive theories and education.
8. Constructivism.
9. Teachers' characteristics and learning outcomes.
10. School characteristics and learning outcomes.
11. Teaching process and learning outcomes.
12. Teaching methods.
13. Internal and external evaluation in education.
14. Knowledge exams.
15. Evaluation of teachers' work.

Educational psychology: motivational and social factors

Name	Educational psychology: motivational and social factors	
Organizational unit	Department of Psychology	
ECTS credits	6	
ID	124473	
Semesters	Summer	
Teachers	Nina Pavlin Bernardić, PhD, Associate Professor (primary)	
Hours	Lectures	30
	Seminar	15
	Practicum	15
Prerequisites	None	
Goal	The aim of the course is that students can explain the possibilities of applying theoretical models and research methods in the field of motivation and social processes in the school context, the relationship between school environment and learning and teaching processes, and the relationship between motivational and socio-emotional variables and school achievement. The aim is also for students to be able to plan and apply procedures for determining and encouraging motivation to learn as well as appropriate procedures for establishing and improving social relations in the classroom and establishing classroom discipline.	
Teaching methods	Lectures, seminars and workshops, exercises.	
Assessment methods	The grade is formed on the basis of the grade of group seminar work and points on two tests or final exam.	

Learning outcomes

1. Describing and comparing different theoretical models of motivation in education.
2. Explaining the possibilities of applying theoretical models and research methods in the field of motivation and social processes in the school context.
3. Explaining the relationship between the characteristics of the school environment and the learning and teaching process, as well as the relationship between motivational and socio-emotional variables and school achievement.
4. Planning and implementing procedures for determining and encouraging motivation to learn, as well as appropriate procedures for establishing and improving social relations in the classroom and establishing classroom discipline.
5. Applying counseling approaches in working with students, parents and teachers in solving educational problems.
6. Conducting a semi-structured interview with participants in the educational process.

Content

1. Determining learning motivation.
2. Regulatory theories of motivation in an educational context.
3. Theories of achievement motivation in school; expectations and values as sources of learning motivation.
4. Attributions of school success and failure and the role of self-efficacy.
5. Setting goals and achievement goals.
6. Intrinsic and extrinsic motivation for learning - theory of self-determination.
7. Self-regulated learning - motivation component.
8. The role of interests and emotions in school learning.
9. Approaches and classroom management skills.
10. Class discipline - models and rules.
11. Characteristics of the classroom environment.
12. Academic dishonesty.
13. School violence - sources and planning of interventions.

14. 1st test.
15. 2nd test.

Emotion and motivation

Name	Emotion and motivation
Organizational unit	Department of Psychology
ECTS credits	7
ID	51222
Semesters	Winter
Teachers	Tena Vukasović Hlupić, PhD, Assistant Professor (primary) Denis Bratko, PhD, Full Professor Martina Pocrnić, Assistant
Hours	Lectures 45 Seminar 30
Prerequisites	To enrol course it is necessary to pass course Biological psychology II To enrol course it is necessary to pass course Learning and higher cognitive processes
Goal	Students will learn about classic and contemporary theories and research methods in the field of emotion and motivation. Special attention will be given to understanding of biological, behavioral, cognitive, and social aspects of emotion and motivation, as well as a close relationship between emotions and motivation. The role of this course in the curriculum: this course gives students basic knowledge about the contemporary emotion and motivation psychology, and is a prerequisite for future critical thinking, evaluating, understanding , and application of this knowledge in different areas of applied psychology, as well as in related social sciences and humanities.
Teaching methods	Oral lectures accompanied by visual PowerPoint presentations, group discussions, seminars, combined e-learning methods, and multimedia.
Assessment methods	Student oral seminar presentations. Two written midterms. Written exam.

Learning outcomes

1. To name and explain historical development and name authors of theoretical development and theories in the fields of emotion.
2. To analyze contemporary theoretical systems in the field of emotion.
3. To name and explain historical development and name authors of theoretical development and theories in the fields of motivation.
4. To analyze contemporary theoretical systems in the field of motivation.
5. Using scientific research methodology appropriate for solving problems in fields of emotion and motivation in social affairs.
6. Critically evaluating scientific findings from emotion and motivation psychology and other similar and complementary scientific disciplines.
7. Using foreign language in professional communication in the field of emotion and motivation.

Content

1. Initial meeting and agreement about work plan, seminar groups, and deadlines.
2. Introduction in the psychology of emotions (historical overview of the field, and research methods).
3. What are emotions (definition; affect; mood; different categorizations)
4. Origin and number of emotions (definition and comparison of different perspectives; basic emotions; classical papers)
5. Function of emotions (coping; socialization; emotions vs. mood)
6. Biological aspect of emotions (classical and contemporary theories)

7. Cognitive, social, and cultural aspects of emotions (knowledge, attributions, social interaction, emotion regulation)
8. First midterm.
9. Introduction in the psychology of motivation (historical overview of the field, and research methods).
10. Motivation theories (definition and comparison of different classical theories; contemporary motivation theories)
11. Physiological and psychological needs (definitions, hunger, thirst, sexuality, autonomy, competence, relatedness)
12. Cognition and motivation (plans, goals, feedback)
13. Intrinsic and extrinsic motivation (definition, rewards, CET, SDT)
14. Second midterm.
15. Student feedback and course evaluation.

Entrepreneurial skills

Name	Entrepreneurial skills
Organizational unit	Department of Psychology
ECTS credits	6
ID	184950
Semesters	Summer
Teachers	Zvonimir Galić, PhD, Associate Professor (primary) Nikola Erceg, Assistant
Hours	Lectures 30 Field exercises 45
Prerequisites	None
Goal	The aim of this course is to strengthen the employability of graduate students by developing personal initiative, financial literacy and decision-making skills. Also, with this course we want to develop the competencies of students for the development and management of education and interventions aimed at improving entrepreneurial skills in marginalized groups through the application of socially useful learning programs.
Teaching methods	Teaching in this course is performed as a combination of lectures, exercises and field exercises conducted in accordance with the method of socially useful learning.
Assessment methods	For the purpose of assessment, we will evaluate the following elements of the course: Psychological analysis of an entrepreneurial example: 20% of the total grade Team business initiative: 40% of the total grade Participation in social useful learning activities: 30% of the total grade Class activities: 10% of the total grade

Learning outcomes

1. to describe and plan a method of socially useful learning
2. to describe key entrepreneurial skills
3. to list the elements of personal initiative
4. to define the concept of financial literacy
5. to describe how personal initiative, financial literacy and decision-making contribute to success in the labor market
6. to develop and implement interventions to improve personal initiative among marginalized groups in the labor market

Content

1. Introduction to Entrepreneurship; Psychology and Entrepreneurship; Starting an entrepreneurial venture; Socially useful learning
2. Basic business concepts; Traits of successful entrepreneurs
3. Personal initiative I: setting goals, gathering information and forecasts,
4. Personal Initiative II: planning and executing plans, monitoring and collecting feedback.
5. Business plans and financial aspects of an entrepreneurial project
6. Intro to business management
7. Entrepreneur visit 1
8. Marketing and consumer behavior; Sales and negotiation
9. Decision making 1
10. Decision making 2
11. Specific communication skills
12. Financial literacy

13. Networking and social capital
14. Entrepreneur visit 2
15. Closing conference: presentations of team entrepreneurial ideas

Ethics in psychological research and practice

Name	Ethics in psychological research and practice
Organizational unit	Department of Psychology
ECTS credits	2
ID	117741
Semesters	Winter
Teachers	Dinka Čorkalo Biruški, PhD, Full Professor (primary)
Hours	Lectures 30
Prerequisites	None
Goal	Introducing students to fundamental ethical concepts and sensitize them for ethical issues and ethical dilemmas in psychological research and practice. It is expected for students to gain knowledge and skills needed for identifying and recognizing ethical concerns, making ethical decisions and prepare them for ethical professional conduct.
Teaching methods	Lectures, discussions.
Assessment methods	Evaluation of students is made based on their participation in group discussions and based on final term-paper describing a professional ethical dilemma and its resolution.

Learning outcomes

1. Critically analyzing and creating professional and ethically informed solutions.
2. Analyzing ethical aspects in professional settings.
3. Enlist ethical principles, guidance and standards in psychological research and professional settings.
4. Comparing similarities and differences in major ethical codes of conduct (CPC, EFPA, APA).
5. Analyzing ethical dilemma and identify appropriate solution based on decisions making process.
6. Evaluating an outcome of ethical dilemma resolution and make appropriate corrections if needed.
7. Differentiating ethical and unethical behaviors in one's own professional conduct and in professional setting in general.

Content

1. Analysis of students' beliefs on research and professional ethics.
2. Fundamental concepts in ethics. Ethical principles and value systems.
3. Ethics in psychological research and professional practice.
4. Ethical principles in code of conduct: principles of respect, competence, responsibility and integrity. Development of ethical code of conduct on the example of APA Code.
5. Analysis of ethical codes of major professional associations: CPC, EFPA and APA.
6. Analysis of ethical codes of major professional associations: practical examples.
7. Ethical issues in psychological research: informed consent. Deception as a procedure in psychological research: obligation of researchers and rights of the participants. Debriefing.
8. Analysis of research ethical issues: examples from major psychological research and contemporary studies.
9. Professional ethics in practice: principles of privacy, confidentiality and record keeping. Multiple roles in professional settings; setting and preserving the boundaries.
10. Ethical dilemma in professional settings. Strategies for identifying, analyzing and resolving ethical dilemma.
11. Psychological assessment and ethical issues: examples from professional practice.
12. Ethical issues in working with vulnerable groups: examples from professional practice.
13. Ethical issues in academia.
14. Psychologist as a member of a professional team and ethical judgements.
15. A role of psychologists in public.

Evolutionary psychology

Name	Evolutionary psychology
Organizational unit	Department of Psychology
ECTS credits	5
ID	51235
Semesters	Winter
Teachers	Meri Tadinac, PhD, Full Professor (primary) Ivana Hromatko, PhD, Associate Professor
Hours	Lectures 30 Seminar 30
Prerequisites	To enrol course it is necessary to pass course Biological psychology II
Goal	Introduce the basic principles of evolutionary psychology, so that students could use them for explaining the wide range of human behaviours, i.e. analyze and interpret behaviour from the perspective of its function and adaptive value.
Teaching methods	Lectures, seminars and workshops, blended e-learning, independent assignments, multimedia and networking, consultations.
Assessment methods	Through a seminar based on recent empirical research in one of the specific fields within the evolutionary psychology, we evaluate students' competencies to compare the methods used for testing evolutionary hypotheses, explain and apply the functionalist approach to analysis of human behaviour and to critically evaluate research within the field of evolutionary psychology. Through written exam we test whether students can explain the basic principles of evolutionary theory, analyze various forms of behaviour from the perspective of its function and adaptive value and explain why a certain behaviour can be considered an adaptation or a by-product.

Learning outcomes

1. Describe the development of evolutionary thinking and explain the basic postulates of evolutionary theory.
2. Explain the basic principles of evolutionary theory
3. Compare methods for testing evolutionary hypotheses
4. Describe the evolution of hominids and explain the importance of the environment of evolutionary adaptiveness
5. Explain the functionalist approach to the analysis of human behaviour
6. Analyze various forms of behaviour from the perspective of its function and adaptive value
7. Give arguments on why a certain behaviour can be considered an adaptation or a by-product
8. Critically evaluate research articles from the field of evolutionary psychology

Content

1. The development of evolutionary psychology, crucial findings and common misunderstandings, part 1
2. The development of evolutionary psychology, crucial findings and common misunderstandings, part 2
3. Methods for testing evolutionary hypotheses. Proximal and ultimate mechanisms. Evolutionary approach in various branches of psychology.
4. The products of the evolutionary process.
5. Evolution of hominids.
6. The struggle for survival: the challenges of food acquisition, finding a place to live and combating environmental dangers.
7. Darwin's theory of sexual selection. Trivers's theory of parental investment. Sex differences in mating strategies.
8. Long-term mating strategies.
9. Short-term mating strategies.

10. Conflict between the sexes. Jealousy.
11. Family and parenting.
12. Kinship. Hamilton's rule of inclusive fitness. Cooperation between relatives.
13. Group living: reciprocity and sharing. Food sharing in hunter-gatherer societies.
14. Group living: status and social dominance. Formation of alliances. Aggressiveness.
15. The bases of Darwinian medicine

Fundamentals of biology

Name	Fundamentals of biology
Organizational unit	Department of Psychology
ECTS credits	3
ID	36856
Semesters	Summer
Teachers	Domagoj Đikić, PhD, Full Professor (primary) Damjan Franjević, PhD, Associate Professor Vesna Benković, PhD, Full Professor
Hours	Lectures 30
Prerequisites	None

Goal

Teaching methods

Assessment methods

Learning outcomes

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Fundamentals of sport psychology

Name	Fundamentals of sport psychology
Organizational unit	Department of Psychology
ECTS credits	3
ID	170254
Semesters	Summer
Teachers	Renata Barić, PhD, Associate Professor (primary)
Hours	Lectures 30
Prerequisites	To enrol course it is necessary to pass course Emotion and motivation To enrol course it is necessary to pass course Psychology of Personality

Goal

Teaching methods

Assessment methods

Learning outcomes

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Graduation thesis

Name	Graduation thesis
Organizational unit	Department of Psychology
ECTS credits	15
ID	127524
Semesters	Summer
Teachers	Damir Ljubotina, PhD, Full Professor (primary) Ana Butković, PhD, Associate Professor Aleksandra Huić, PhD, Assistant Professor Anita Lauri Korajlija, PhD, Associate Professor Andrea Vranić, PhD, Associate Professor Blaž Rebernjak, PhD, Assistant Professor Denis Bratko, PhD, Full Professor Dinka Čorkalo Biruški, PhD, Full Professor Dragutin Ivanec, PhD, Full Professor Darja Maslić Seršić, PhD, Full Professor Gordana Keresteš, PhD, Full Professor Gordana Kuterovac Jagodić, PhD, Full Professor Inja Erceg, PhD, Senior Assistant Ivana Hromatko, PhD, Associate Professor Ivan Tomić, PhD Jasmina Tomas, PhD, Postdoctoral Researcher Lidija Arambašić, PhD, Full Professor Margareta Jelić, PhD, Associate Professor Maja Parmač Kovačić, PhD, Assistant Professor Meri Tadinac, PhD, Full Professor Mirjana Tonković, PhD, Associate Professor Nina Pavlin Bernardić, PhD, Associate Professor Nataša Jokić-Begić, PhD, Full Professor Tanja Jurin, PhD, Assistant Professor Tena Vukasović Hlupić, PhD, Assistant Professor Una Mikac, PhD, Postdoctoral Researcher Vesna Buško, PhD, Full Professor Vesna Vlahović Štetić, PhD, Full Professor Zvonimir Galić, PhD, Associate Professor Željka Kamenov, PhD, Full Professor
Hours	Seminar 0
Prerequisites	None
Goal	
Teaching methods	
Assessment methods	

Learning outcomes

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Group treatment

Name	Group treatment
Organizational unit	Department of Psychology
ECTS credits	5
ID	125494
Semesters	Summer
Teachers	Margareta Jelić, PhD, Associate Professor (primary)
Hours	Lectures 30 Practicum 30
Prerequisites	None
Goal	Developing generic and specialist competencies related to working with groups
Teaching methods	Lectures and exercises. Teaching is based on a model of experiential learning.
Assessment methods	Assessment of knowledge takes place during classes where each student is required to prepare and present in their educational group some of the activities relevant to group leadership. The final assessment of knowledge is an oral exam.

Learning outcomes

1. Students will be able to explain the specifics of group treatment from a psychosocial perspective.
2. They will be able to describe the dynamics of development and outcomes of informal roles in the group.
3. They will be able to plan and lead group treatment groups, assess and evaluate group treatment outcomes.
4. They will gain experience with an interactive model of group leadership and will be able to apply it in practice.

Content

1. Relationship between individual and group treatment.
2. Classification of group treatment.
3. Group treatment planning.
4. Stages of treatment group development.
5. Motivating group members Specificity of group treatment with involuntary clients.
6. The role and functions of leaders - double focus on the socio-emotional relationships of members and the realization of individual and group goals
7. Co-leading the group
8. Levels of interventions in treatment groups - intrapersonal, interpersonal, interventions in the environment.
9. Creative techniques in group treatment.
10. Specifics of group structure and process. Informal roles of group members.
11. Conflicts in the treatment group.
12. Evaluation of group treatment as an intervention.
13. Introduction to the application of group treatment in practice.
14. Presentations - experience of leading the group
15. Presentations - experience of leading the group

Health care of preschool children

Name	Health care of preschool children	
Organizational unit	Department of Psychology	
ECTS credits	4	
ID	58503	
Semesters	Summer	
Teachers	Romana Gjergja Juraški, Assistant Professor (primary)	
Hours	Lectures Seminar	15 15
Prerequisites	None	
Goal	To formulate themes from medical health, particularly psychosomatic illnesses. To connect emotional, physical, social and educational aspect of health. To represent methodology of critical research of medical data basis. To identify factors of wider society context on early growth and development. To identify major public health issues and parameters of health assessment. To show examples of interdisciplinary preventive programs.	
Teaching methods	Lectures, field exercises, demonstrations, individual assignments	
Assessment methods	Class attendance and preparation for the classless is recorded and they are prerequisites for the final exam. learning of the method of observation is assessed through observation report (20%). Student's activity is assessed by individual written assignment (20%) and oral exam (60%).	

Learning outcomes

1. To recount and describe fundamental approaches and principles of child health care, basic needs and attributes of child growth and development and their most common health issues - particularly those which include simultaneous disorders of physical, mental, social and educational health.
2. To recognize deviations in growth and development, most often illnesses and conditions which call for interdisciplinary care.
3. To recognize the need of inclusion of other professionals in everyday problems solutions,
4. To search and critically analyse medical professional and scientific literature.
5. To create interdisciplinary preventive programs.

Content

1. Health concept, interdisciplinary, holistic approach, role of local community, cross-sectoral cooperation , centers for coordination of health care, salutogenesis
2. Preventive and social pediatrics, major public-health child health issues. Hospital-child's friend
3. Growth and development of a child, percentile growth curves
4. Nutrition for pregnant women and children
5. The influence of external stimulation on early brain development
6. Physiology and sleep disorders, OSA
7. Cerebral attacks
8. Eating disorders, obesity
9. Primary enuresis nocturna
10. Functional constipation
11. Affective respiratory crisis
12. Infections of children's respiratory passages
13. Major infection child diseases, vaccination
14. Major innate disorders
15. Preventive interdisciplinary health programs

History of psychology and psychological systems

Name	History of psychology and psychological systems
Organizational unit	Department of Psychology
ECTS credits	4
ID	52597
Semesters	Summer
Teachers	Andrea Vranić, PhD, Associate Professor (primary) Luka Juras, Assistant
Hours	Lectures 15 Seminar 15
Prerequisites	To enrol course it is necessary to pass course Emotion and motivation
Goal	Introduction to fundamental information regarding the history of modern psychology as a science. Additional aim of the course is to inform the students about the most important features and authors of most prominent psychological systems, with special reference to trends in modern psychology (cognitive psychology, neuroscience).
Teaching methods	Lectures and seminars
Assessment methods	Written and oral exam

Learning outcomes

1. Comparing the history of psychology in relation to the history of other scientific disciplines, and especially in relation to the history of other social sciences and humanities
2. Evaluating the role of the main figures important for the development of psychology as a science (from Aristotle to Wundt and Skinner) .
3. Critically analyzing the relationship between the development of philosophy, physiology, medicine and psychology.
4. Explaining the development of main psychological systems (from structuralism to modern cognitive psychology) and comparing them
5. Critically interpreting and discussing contemporary scientific and professional literature in the field of history of psychology and psychological systems.

Content

1. Pre-history of psychology
2. Aristotle and early Greek philosophy
3. Philosophical and scientific roots of psychology
4. Early studies of the central nervous system
5. Physiology and development of experimental psychology
6. Structuralism: Wundt and the Founding of Psychology
7. Psychology in Germany in the 19th-20th century
8. Functionalism
9. Behaviorism and neobehaviorism
10. Gestalt psychology
11. Clinical psychology and psychoanalysis
12. Cognitivism and cognitive psychology
13. Development and future of modern psychology; Data-mining
14. Contemporary psychology and the future of psychology. Replication crisis
15. Ramiro Bujas and psychology in Croatia

Hormones and behavior

Name	Hormones and behavior	
Organizational unit	Department of Psychology	
ECTS credits	4	
ID	184284	
Semesters	Summer	
Teachers	Ivana Hromatko, PhD, Associate Professor (primary)	
Hours	Lectures Seminar	30 15
Prerequisites	None	
Goal	Students will be able to enumerate and describe the basic mechanisms of interaction between the nervous, endocrine and immune systems and their effects on behavior. They will be able to describe and explain the basic paradigms of research into the influence of hormones on behavior and the influence of behavior on hormone secretion. They will be able to describe, analyze and compare the effects of individual hormones on different types of behavior.	
Teaching methods	Lectures, seminars, mini-project.	
Assessment methods	Written exam, project report.	

Learning outcomes

1. Students will be able to enumerate and describe the basic mechanisms of interaction of the nervous, endocrine and immune systems and their effects on behavior.
2. Students will be able to describe and explain the basic paradigms of research into the influence of hormones on behavior and the influence of behavior on further hormone secretion.
3. Students will be able to describe, analyze and compare the effects of individual hormones on different types of behavior.

Content

1. Basic concepts of behavioral neuroendocrinology.
2. Interaction of the nervous, endocrine and immune systems.
3. How hormones affect behavior.
4. How behavior affects hormones.
5. Typical and atypical sexual differentiation.
6. Reproductive behaviors.
7. Attachment and parental behaviors.
8. Reproductive ecology.
9. Aggression and competitiveness.
10. Hormones and cognitive processes.
11. Neuroendocrinology of stress reactions.
12. History of the PNE as a discipline.
13. Selected current topics.
14. Selected current topics.
15. Selected current topics.

Individual work with the mentor

Name	Individual work with the mentor
Organizational unit	Department of Psychology
ECTS credits	5
ID	124468
Semesters	Summer
Teachers	Damir Ljubotina, PhD, Full Professor (primary) Ana Butković, PhD, Associate Professor Aleksandra Huić, PhD, Assistant Professor Anita Lauri Korajlija, PhD, Associate Professor Andrea Vranić, PhD, Associate Professor Blaž Rebernjak, PhD, Assistant Professor Denis Bratko, PhD, Full Professor Dinka Čorkalo Biruški, PhD, Full Professor Dragutin Ivanec, PhD, Full Professor Darja Maslić Seršić, PhD, Full Professor Gordana Keresteš, PhD, Full Professor Gordana Kuterovac Jagodić, PhD, Full Professor Inja Erceg, PhD, Senior Assistant Ivana Hromatko, PhD, Associate Professor Ivan Tomić, PhD Jasmina Tomas, PhD, Postdoctoral Researcher Lidija Arambašić, PhD, Full Professor Margareta Jelić, PhD, Associate Professor Maja Parmač Kovačić, PhD, Assistant Professor Meri Tadinac, PhD, Full Professor Mirjana Tonković, PhD, Associate Professor Nina Pavlin Bernardić, PhD, Associate Professor Nataša Jokić-Begić, PhD, Full Professor Tanja Jurin, PhD, Assistant Professor Tena Vukasović Hlupić, PhD, Assistant Professor Una Mikac, PhD, Postdoctoral Researcher Vesna Buško, PhD, Full Professor Vesna Vlahović Štetić, PhD, Full Professor Zvonimir Galić, PhD, Associate Professor Željka Kamenov, PhD, Full Professor
Hours	Practicum 30
Prerequisites	None
Goal	
Teaching methods	
Assessment methods	
Learning outcomes	1. 2. 3. 4.

Information resources and literature search in psychology

Name	Information resources and literature search in psychology
Organizational unit	Department of Psychology
ECTS credits	2
ID	36854
Semesters	Winter
Teachers	Dragutin Ivanec, PhD, Full Professor (primary) Iva Melinščak Zlodi Marijana Glavica
Hours	Exercise 15
Prerequisites	None
Goal	Students will be introduced to sources of information relevant to the field of psychology and learn techniques for searching structured specialized databases. They will get acquainted with software tools for organizing bibliographic units. They will learn how to determine the scope of information required, how to critically evaluate sources of information, and use information ethically and legally. Students will be able to apply the acquired practical knowledge and skills during the study of psychology in other courses, but also later in their workplace.
Teaching methods	Students search databases with psychological literature, first under the guidance of a teacher and then independently.
Assessment methods	Evaluation of weekly assignments during classes and the final written report. There is no grade, it is recorded only whether the student has fulfilled the obligations or not.

Learning outcomes

1. Identify types of information - original (primary), referrals (secondary), or derived (tertiary); identify documents in which certain types of information are most often published; distinguish between scientific, professional, and popular information.
2. Choose relevant secondary sources of information (catalogs, bibliographic databases, collections of electronic journals and books, citation databases, etc.) for psychology.
3. Identify concepts and define search keywords.
4. Apply search techniques (Boolean operators, truncation, proximity, ...) when searching databases.
5. Use thesauri and classifications when searching.
6. Use APA style to cite bibliographic references.
7. Use software tools for organizing bibliographic references (Zotero).
8. Identify reliable information on the Web.

Content

1. Introduction to the course. Defining student obligations. Classification of information by type: original (primary), referrals (secondary) and derived (tertiary). Types of publications and the publication cycle in science.
2. Faculty Library orientation. Textbooks, books, reference literature. Basic searching techniques of library catalogs.
3. Choosing a topic for student papers. Defining search keywords.
4. Introduction to bibliographic databases. Introduction to the contents of the PsycINFO database using APA Classification Categories and terms from APA Thesaurus. Finding review papers.
5. Basic search techniques: Boolean operator, phrases as search terms, abbreviations.
6. Available collections of electronic journals and books and how to access these collections.
7. Collecting and organizing bibliographic references. Using the Zotero tool.
8. Citing bibliographic references according to APA style.

9. Advanced search techniques: proximity operators, wildcards. Reproducing search strategy from one systematic review paper.
10. Using the Zotero tool to cite and create a bibliography when writing seminar papers in MS Word.
11. Tips and tricks for using GoogleScholar search engine.
12. Citation data and citation databases.
13. Functions of scientific journals. Open access to scientific publications and research data.
14. Finding information about psychological measuring instruments.
15. Searching and evaluating information sources available on the Internet.

Intelligence

Name	Intelligence
Organizational unit	Department of Psychology
ECTS credits	4
ID	131499
Semesters	Summer
Teachers	Ana Butković, PhD, Associate Professor (primary) Denis Bratko, PhD, Full Professor
Hours	Lectures 30
Prerequisites	To enrol course it is necessary to pass course Statistics in psychology II To enrol course it is necessary to pass course Learning and higher cognitive processes
Goal	Familiarizing students with the field of intelligence from it's position in cognitive and complementary scientific fields to different theoretical perspectives, types of intelligence and associations between intelligence with relevant sociodemographic and psychological variables. Students will be able to follow and understand topics covered in general and applied courses thoughout graduate studies of psychology.
Teaching methods	audio-visual
Assessment methods	written exam

Learning outcomes

1. To explain and analyze historical development and theoretical systems of different fields of psychology.
2. Interpreting basic psychological processes and traits (perception, memory, learning, motivation, emotion, personality, social behavior), and their neurobiological foundations and developmental mechanisms.
3. Using scientific research methodology appropriate for solving problems in different fields of social affairs.
4. Independently planning and organizing work assignments in various professional settings.
5. Critically evaluating scientific findings from psychology and other similar and complementary scientific disciplines.
6. Independently creating, and performing oral and written presentations of results of various types of assignments to both experts and laymen.
7. Using foreign language in professional communication.
8. Critically interpreting scientific and professional literature.

Content

1. History
2. Measurement
3. Development of theories
4. Factor and hierarchical theories
5. Hot theories
6. Emotional intelligence
7. Explicit and implicit theories of intelligence
8. Creativity
9. Heritability
10. Flynn effect
11. Race and intelligence
12. Gender differences in intelligence
13. Intelligence in educational context
14. Intelligence in work context
15. Intelligence and health

Interpersonal and intragroup relations

Name	Interpersonal and intragroup relations	
Organizational unit	Department of Psychology	
ECTS credits	6	
ID	52595	
Semesters	Winter	
Teachers	Margareta Jelić, PhD, Associate Professor (primary) Ena Uzelac, Assistant	
Hours	Lectures Seminar Practicum	30 15 15
Prerequisites	To enrol course it is necessary to pass course Social perception and attitudes	
Goal	Learn about the processes that underlie interpersonal behaviors, and the traits, structural characteristics and processes that take place within groups	
Teaching methods	Lectures, seminars, exercises, individual assignments, field observation, hybrid e-learning	
Assessment methods	Class activity 5%, field observation report 8%, two group seminar assignments 12%, two written colloquia or a written exam with the possibility of taking the oral exam 75%.	

Learning outcomes

1. Evaluate interventions based on intragroup processes.
2. Critically interpret the literature in the field of interpersonal and intragroup relations.
3. Describe the causes and consequences of interpersonal behavior, especially aggressive and prosocial.
4. Analyze the elements of the dynamics of domestic violence.
5. Connect interpersonal processes with personal experience.
6. Explain the structural characteristics of groups
7. Analyze the factors that influence the behavior in the group and the processes that take place in it.

Content

1. Aggressive behavior, definition and types. Theoretical explanations of aggression: aggression as innate behavior (instinct), frustration-aggression theory, aggression as learned behavior.
2. Circumstances that increase the likelihood of aggression. Media, pornography and violence. Social influences and aggression.
3. Management of aggressive behavior: catharsis hypothesis, the role of social learning, reduction of aggressive behavior.
4.
5. Prosocial behavior and altruism. Main theoretical approaches (psychoanalytic, behavioral theories and social learning theory, social exchange theory, evolutionary approach) and modern models (normative approach, cognitive approach - decision making process, emotional arousal and empathy).
6. Situational predictors of assistance: number of observers, urgency of the situation, modeling, time constraints. Characteristics of people (helpers and victims) that influence altruistic behavior. Ways to increase altruistic behavior.
7. Attractiveness in interpersonal relationships. The main determinants of attractiveness. Close relationships: friendship and love relationships.
8. Theoretical explanations for the development of love relationships. Different kinds of love. Factors that contribute to the quality of the relationship.
9. Definition and composition of the group: the composition of the group as a context and as the cause, size and diversity of the group. Group formation and its structure: group roles, group norms, group status, group cohesion, group communication. Development of intragroup dynamics.

10. The influence of a group on an individual's behavior. Social facilitation and inhibition. Social pressure and conformism.
11. Manipulative techniques to induce another person to give in. Obedience. Classical research: Sheriff, Asch, Milgram. Group blindness. Group work and achievement, social slacking. Deindividuation.
12. Groupthink. Group performance, social loafing. Deindividuation
13. Decision making in groups. Group polarization. Information and normative influence. Diffusion of responsibilities.
14. Minority influence.
15. Authority and leadership. The emergence of leaders in groups. Types of leaders and their roles in the group. Cooperation and competition.

Introduction to clinical psychology

Name	Introduction to clinical psychology
Organizational unit	Department of Psychology
ECTS credits	4
ID	52604
Semesters	Winter
Teachers	Nataša Jokić-Begić, PhD, Full Professor (primary) Tanja Jurin, PhD, Assistant Professor
Hours	Lectures 30
Prerequisites	To enrol course it is necessary to pass course Emotion and motivation
Goal	The aim of the course is to acquire competencies for understanding the specifics of clinical psychology and the application of the biopsychosocial model in the conceptualization of mental disorders.
Teaching methods	Lectures, discussions
Assessment methods	Compulsory class attendance and class activity and access to the written part of the exam.

Learning outcomes

1. Define the field of clinical psychology
2. Identify problems and criteria for defining normal and abnormal behavior and experience, and explain the relationship between mental health and mental disorders;
3. Describe and apply the biopsychosocial model in explaining the occurrence and maintenance of mental disorders and disorders;
4. Describe paradigms in clinical psychology (biological, psychodynamic, humanistic, cognitive, behavioral and social) and predict the consequences of adopting some of the paradigms;
5. Critically analyze examples from clinical psychology using a particular paradigm

Content

1. Introductory lecture: definition of clinical psychology
2. mental health-mental illness and mental disorders-disorders
3. criteria of normality and presentation of the biopsychosocial model
4. diathesis stress model and reciprocity model
5. biological interpretations: genetics
6. biological interpretations: biochemical processes
7. biological interpretations: neuroanatomy
8. evolutionary interpretations
9. social interpretations: socialization
10. social interpretations: culture
11. social interpretations: changes in the environment
12. psychological interpretations: psychoanalytic
13. psychological interpretations: behavioral
14. psychological interpretations: cognitive models
15. integrative model in diagnostics and therapy, consequences of accepting one of the models

Introduction to developmental psychology

Name	Introduction to developmental psychology
Organizational unit	Department of Psychology
ECTS credits	6
ID	51224
Semesters	Winter
Teachers	Gordana Kuterovac Jagodić, PhD, Full Professor (primary) Inja Erceg, PhD, Senior Assistant
Hours	Lectures 30 Seminar 15 Practicum 15
Prerequisites	None
Goal	The goal of the course is to recognize the major physical, cognitive and socio-emotional hallmarks of human development at each major period of the lifespan. To recognize and distinguish major developmental theories. To demonstrate the ability to "think like a developmental scientist", critically evaluate developmental theories, research, and conclusions; understand how change over time is conceptualized and researched.
Teaching methods	Lectures Methodical and field exercises Field education Seminars and individual writing assignments Discussions Multimedia and internet materials
Assessment methods	Attending classes regularly and preparing for classes is recorded and it is obligatory (preconditions for taking exam). Understanding of observation method is followed by a written report after conducted observation. Student work is followed by two written semi-exams (each positively graded semi-exam carries 40% of the final grade or 80% positively graded written and oral exam) while the individual paper carries 20% of the grade. Students, who would like to show higher level of knowledge than that shown in exam, can take the oral exam.

Learning outcomes

1. To describe the goals and basic problems of developmental psychology, to compare and critically evaluate different views on them.
2. To identify and classify biological and environmental factors of development and to explain the mechanisms of their action.
3. Knowing the ethical principles of research with children and to be able to identify and discuss their application and ethical issues in research of development.
4. To describe and compare specific theories of human physical, cognitive, emotional and social development, and to critically evaluate them.
5. To classify developmental theories into fundamental development paradigms.
6. To identify applied developmental research methods and designs in developmental research and to assess their suitability.
7. To know and to be able to select and apply appropriate systematic observation technique for collecting data in developmental research.

8. To recognize and interpret which developmental problems psychologists deal with in different working contexts and which knowledge from developmental psychology (theoretical, methodological, ethics) they apply.

Content

1. History of developmental psychology
2. Goals, issues and basic concepts in developmental psychology. Periods of human development and fundamental laws of development.
3. Methods of developmental psychology. Ethical issues in research of development.
4. Biological and environmental influences on development and mechanisms of their interaction
5. Theoretical paradigms in developmental psychology and criteria for evaluation and comparison of developmental theories
6. Freud's Psychosexual theory of development
7. Ericson's Psychosocial theory of development
8. Behavioristic theories of development: Traditional theories of learning
9. Behavioristic theories of development: Social-learning theory
10. Piaget's theory of cognitive development
11. Kohlberg's theory of moral development
12. Social-cultural theory of development by Vygotsky
13. The ethological approach to development
14. Attachment theory by Bowlby
15. Bronfenbrenner's theory of ecological systems and bioecological approach to development

Introduction to methodology of experimental psychology

Name	Introduction to methodology of experimental psychology
Organizational unit	Department of Psychology
ECTS credits	4
ID	35826
Semesters	Winter
Teachers	Mirjana Tonković, PhD, Associate Professor (primary)
Hours	Lectures 30
Prerequisites	None
Goal	Acquisition of basic knowledge about the experiment in general and about the experiment in psychology. Understanding quantitative empirical methods in psychology and acquiring knowledge about cause-and-effect reasoning in science.
Teaching methods	Lectures and individual assignments. As part of the lecture, students are given short individual and group assignments in which they are asked to think of specific examples to illustrate given problem or topic of the lecture. The solutions they come up with are discussed in the group.
Assessment methods	Written exam (oral exam is optional). Students choose the degree in which they want to actively participate in solving individual and group tasks. Their activity during classes is not formally evaluated, and the tasks are designed to facilitate the learning and preparation for the final exam. The final grade is fully based on the results of the written exam.

Learning outcomes

1. Critically analyze simple research designs, naming the main limitations in reasoning about cause-and-effect relationships.
2. Recognize the differences between the concept and the variable and the research problem and hypothesis.
3. Name and define simple experimental designs.
4. Compare non-experimental and experimental quantitative methods.
5. Implement methods to control relevant factors.
6. Define the elements of the research design: problem, hypothesis, independent and dependent variable, control of external factors.
7. Compare between- and within- subjects experimental design, and simple and complex experimental design.

Content

1. Definition of science and scientific methods.
2. Psychology as a science.
3. Key concepts in research.
4. Ethics in psychological research.
5. Measurement in psychology.
6. Between-subjects experimental design.
7. Within-subjects experimental design.
8. Factorial experiment.
9. Mixed factorial design.
10. Quasi-experimental research design.
11. Non-experimental research.
12. Internal and external validity.
13. Small N designs.
14. Theories in psychology.

15. Presenting research and writing a research report.

Introduction to Psychopathology

Name	Introduction to Psychopathology
Organizational unit	Department of Psychology
ECTS credits	4
ID	52596
Semesters	Summer
Teachers	Dražen Begić, PhD, Full Professor (primary)
Hours	Lectures 30
Prerequisites	To enrol course it is necessary to pass course Introduction to clinical psychology

Goal

Teaching methods

Assessment methods

Learning outcomes

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Introduction to school and preschool psychology

Name	Introduction to school and preschool psychology
Organizational unit	Department of Psychology
ECTS credits	4
ID	52605
Semesters	Summer
Teachers	Aleksandra Huić, PhD, Assistant Professor (primary) Inja Erceg, PhD, Senior Assistant
Hours	Lectures 15 Practicum 15
Prerequisites	To enrol course it is necessary to pass course Child and adolescent psychology
Goal	Provide students with basic information and orientation in the field of preschool and school psychology. Explain the work tasks, position and role of psychologists in the preschool and school education system. Instruct students on how to acquire the necessary competencies for the work of preschool and school psychologists through study so that they can make informed decisions when creating their studies.
Teaching methods	Classes are held through lectures, exercises, fieldwork, individual and group assignments, and through multimedia and networking.
Assessment methods	The grade is formed on the basis of the grade of the project report conducted in the school and the written assignment from the school part of the course (60%) and the colloquium and grade of the assignment conducted in the preschool institution (40%).

Learning outcomes

1. Describe the work tasks and the role of school psychologist and psychologist in kindergarten and their position in the education system.
2. Explain the method of acquisition and the necessary competencies for the position of school psychologist and psychologist in kindergarten.
3. Explain the role of preschool and school psychologist in improving educational work in preschool and school institutions
4. Communicate in writing to parents scientific knowledge about child development
5. Develop a plan for an interactive parent meeting with parents of preschool children.
6. Critically assess the key strengths and challenges and the limitations and obstacles in the work of a school and preschool psychologist.

Content

1. Scientific basis of school and preschool psychology
2. Relationship between school psychology and educational psychology
3. Areas of work of preschool and school psychologist
4. Work of preschool and school psychologist with children and youth
5. The work of a preschool and school psychologist with educators, teachers and parents.
6. Collaborating experts and collaborating institutions
7. The position of school and preschool psychologist in the educational system of the Republic of Croatia
8. Elementary school psychologist
9. High school school psychologist
10. Psychologist in kindergarden
11. The role of preschool and school psychologists in the improvement of educational work in preschool and school institutions.
12. Effects of institutional preschool care on the psychophysical development of the child.
13. Adaptation of the child to kindergarten

14. Key competencies of preschool and school psychologists
15. The way of acquiring competencies and career development opportunities

Introduction to test theory

Name	Introduction to test theory
Organizational unit	Department of Psychology
ECTS credits	6
ID	51231
Semesters	Summer
Teachers	Damir Ljubotina, PhD, Full Professor (primary) Una Mikac, PhD, Postdoctoral Researcher
Hours	Lectures 30 Practicum 30
Prerequisites	To enrol course it is necessary to pass course Statistics in psychology II
Goal	Learning on fundamental concepts and principles within general theory of measurement and classical test theory. Student will gain knowledge on the theoretical and practical aspects of measurement reliability and empirical methods for reliability assessment.
Teaching methods	2 hours of lectures along with 2 hours of labs per week within one semester
Assessment methods	Assessments of students' Knowledge and progress are made continually during the semester thru classroom activities, written homework, one written colloquia and the final written and oral exam upon completion of the course program.

Learning outcomes

1. Describe and critically evaluate the process of measurement in psychology
2. Citing basic measurement scales, limitations in their interpretation and arithmetic operations valid for data expressed on a specific measurement scale
3. Describing the basic concept of quantitative test theory and identifying the main issues it addresses
4. Explaining the logic of constructing composite tests and basic scaling models
5. Explaining the conditions and the social context of psychological testing appearance and development
6. Explaining and interpreting the basic concepts of reliability of measurement, the basic principles of classical reliability theory and parallel test model
7. Explaining, applying and comparing methods for empirical assessment of reliability and interpretation of its results
8. Explaining the problem of guessing in tests and analyzing the potential and adequacy of different correction methods
9. Describing the basic concepts of models of linear combinations and analyzing the relationship of total score defined as a linear combination and its parts
10. Explaining the logic and reasoning behind linear transformations of measurement results and interpreting adequately its results

Content

1. Psychometrics and measurement - introduction
2. Psychometrics and measurement
3. Scales of measurement
4. Introduction to the test theory - basic concepts and definitions
5. Types of psychological tests and items
6. Scaling models in test theory
7. History of test development
8. Guessing on multiple choice test
9. Principles of test administration
10. Reviee of test psychometric properties

11. Parallel tests model
12. Reliability indicators
13. Determinants of reliability
14. Empirical methods for reliability assessment
15. Consequences of low measurement reliability

Introduction to work psychology

Name	Introduction to work psychology
Organizational unit	Department of Psychology
ECTS credits	5
ID	52606
Semesters	Summer
Teachers	Maja Parmač Kovačić, PhD, Assistant Professor (primary) Zvonimir Galić, PhD, Associate Professor (primary) Antun Palanović
Hours	Lectures 30 Practicum 15
Prerequisites	To enrol course it is necessary to pass course Introduction to test theory
Goal	To get acquainted with the psychophysiological bases of human work activity, the social framework of its development and the main approaches to increasing productivity, safety and job satisfaction.
Teaching methods	Lectures, exercises, individual assignments.
Assessment methods	Class attendance, project assignment and written exam.

Learning outcomes

1. Define the field of work psychology
2. Explain the basic concepts in the field, important for following more advanced courses in the field of work psychology
3. Distinguish different approaches to humanizing work and increasing its efficiency
4. Critically evaluate the professional competencies required to perform work in the field of work psychology and organizational psychology

Content

1. Work psychology: Definition and historical development
2. Getting to know the world of work: jobs and their requirements
3. Basic performance factors
4. Career guidance and career development
5. Professional selection: determination, theoretical foundations
6. Professional selection: main procedures and their validity
7. Professional training and staff development
8. Performance appraisal and performance
9. Motivation and job satisfaction
10. Motivation for work: a review of basic theories
11. Ways of motivating employees
12. Interpersonal relationships in an organization: teamwork and leadership
13. Fatigue, stress and health at work
14. Work psychology as a profession: areas of activity and employment opportunities
15. Final discussion

Learning and higher cognitive processes

Name	Learning and higher cognitive processes
Organizational unit	Department of Psychology
ECTS credits	6
ID	35832
Semesters	Summer
Teachers	Andrea Vranić, PhD, Associate Professor (primary) Ivan Tomić, PhD
Hours	Lectures 30 Seminar 30
Prerequisites	To enrol course it is necessary to pass course Perception and memory
Goal	The aim of the course is to inform and familiarize students with the different types of learning and theories of learning, as well as with complex (higher) cognitive processes. Upon completing the course, students will be introduced to different forms of learning; they will be able to recognize their application in everyday situations and to integrate applied research findings on learning within one of the four main approaches to learning: behaviorism, cognitivism, social learning and constructivism. They will also be able to explain more important reasoning patterns and understand the processes underlying the different ways of reasoning and decision making, creativity and problem solving. Finally, they will understand the development of cognitive abilities and the possibilities of their empowerment.
Teaching methods	Lectures and seminars (research proposal in the field of learning, laboratory exercises in the field of conditioning, film analysis, assessment of creativity of various products).
Assessment methods	Seminar papers and presentations (30%), and written and oral exam (70%).

Learning outcomes

1. Interpreting basic psychological processes and traits (perception, memory, learning, motivation, emotion, personality, social behavior), and their neurobiological foundations and developmental mechanisms.
2. Using scientific research methodology appropriate for solving problems in different fields of social affairs.
3. Independently planning and organizing work assignments in various professional settings.
4. Critically evaluating scientific findings from psychology and other similar and complementary scientific disciplines.
5. Independently creating, and performing oral and written presentations of results of various types of assignments to both experts and laymen.
6. Cooperating in team decision making and team work both responsibly and constructively.
7. Critically interpreting scientific and professional literature.

Content

1. The models of the mind
2. Behaviorism. Learning by conditioning: classical and instrumental conditioning
3. Cognitivism: Cognitive theories of learning (Cognitive-behavioral and social cognitive theory)
4. Constructivism. Connectionism.
5. Attention. Mental representation and imagery.
6. Executive functions
7. Metacognition.
8. Cognitive plasticity and cognitive training

9. Thinking and problem solving
10. Reasoning and decision-making
11. Cognitive style
12. Creativity - research and measurement. Cross-cultural studies on creativity.
13. Language
14. Thinking and reasoning
15. Development and training of cognitive abilities

Measuring techniques in psychology

Name	Measuring techniques in psychology	
Organizational unit	Department of Psychology	
ECTS credits	3	
ID	36853	
Semesters	Winter	
Teachers	Robert Faber, M.Sc., Professional Associate (primary)	
Hours	Lectures	15
	Exercise	15
Prerequisites	None	

Goal

Teaching methods

Assessment methods

Learning outcomes

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Methodology of teaching psychology

Name	Methodology of teaching psychology
Organizational unit	Department of Psychology
ECTS credits	5
ID	125497
Semesters	Summer
Teachers	Aleksandra Huić, PhD, Assistant Professor (primary) Vesna Vlahović Štetić, PhD, Full Professor (primary)
Hours	Lectures 30 Seminar 30
Prerequisites	To enrol course it is necessary to pass course Educational psychology: learning and teaching
Goal	Students will be able to design psychology classes for different programs and students
Teaching methods	Lectures, seminars, e-learning, individual assignments, group assignments
Assessment methods	Students build their portfolio consisting of their assignments, each assignment is graded individually and the overall grade is the sum of individual grades.

Learning outcomes

1. Students will be able to plan and prepare psychology classes.
2. They will be able to choose appropriate teaching methods
3. they will be able to choose and design appropriate forms for assessing students' progress and knowledge
4. Students will be able to apply the acquired knowledge about teaching in school or extracurricular teaching of children and adults
5.

Content

1. Purpose and goals of education and teaching psychology
2. Planning, designing and preparation of classes
3. Teaching a class
4. Teaching methods: direct instruction
5. Teaching methods: skills instruction
6. Teaching methods: inquiry based teaching
7. Teaching methods: class discussion
8. Teaching methods: collaborative learning
9. Project based learning
10. Constructive alignment
11. Assessing student progress
12. Oral examinations
13. Written examinations
14. Evaluating teaching performance
15. Classroom management

Military psychology

Name	Military psychology
Organizational unit	Department of Psychology
ECTS credits	3
ID	125503
Semesters	Summer
Teachers	Denis Bratko, PhD, Full Professor (primary) Tomislav Bunjevac, Professional Associate
Hours	Lectures 30
Prerequisites	None
Goal	Introduction to the basic knowledge of modern military psychology, with a brief overview of the situation in this area in the Croatian defense system
Teaching methods	Lectures and field-work
Assessment methods	Written exam

Learning outcomes

1. Integrating knowledge from different fields of psychology and managing complex situations by making judgments based on available information and by making socially and ethically responsible decisions.
2. Critically analyzing and creating efficient solutions of professional problems on an appropriate ethical and professional level.
3. Critically evaluating psychological findings in the context of social change and contributing creatively to the development of psychology in general and one's own work in particular.
4. Identifying, designing, and implementing psychosocial interventions suitable for attainment of specific goals in environments relevant for specific situation.
5. Analyzing needs and setting goals of psychosocial services in fields of applied psychology (work and organizational psychology, clinical and health psychology, pre-school and school psychology).
6. Evaluating psychosocial interventions with regard to the relevance of procedures and techniques used, the appropriateness of goals and the efficiency of outcomes.
7. Assessing and professionally interpreting findings about relevant characteristics of individuals, groups, and organizations with suitable methods (interviews, testing, observation etc.).
8. Identifying and respecting individual differences and designing suitable interactions with individuals and groups of different abilities, characteristics, and worldviews.
9. Creating and developing services and products designed for clients/users, psychologists or other experts all founded on psychological theories and methods.
10. Advancing current knowledge and professional methods by independently finding and valorizing contemporary sources of knowledge.

Content

1. Subject, history and development of Military Psychology
2. Methods of Military Psychology
3. Military Psychologist in Croatian Army
4. Psychological foundations of learning and teaching in Army
5. Psychological selection in Army
6. Psychological preparation for Combat
7. Combat and Non-combat Stress in Army
8. Prevention of Combat stress consequences in Croatian Army
9. Socio-psychological peculiarities of military groups and commanding
10. Using psychological computer testing in Army - field work
11. Negotiation and mediation in Army
12. Psychological peculiarity of international military operations
13. Psychology of Posttraumatic Stress Disorder caused by War Stress

14. Psychological foundations of special war
15. Role of Artificial Intelligence in contemporary war conflicts

Motivation and work behavior

Name	Motivation and work behavior	
Organizational unit	Department of Psychology	
ECTS credits	6	
ID	117743	
Semesters	Winter	
Teachers	Zvonimir Galić, PhD, Associate Professor (primary) Mitja Ružojčić, PhD, Postdoctoral Researcher Nikola Erceg, Assistant	
Hours	Lectures Seminar Practicum	30 15 15
Prerequisites	None	
Goal	The aim of this course is to acquaint students with the process of work motivation and different approaches to motivating employees in organizations.	
Teaching methods	Lectures, exercises and seminars.	
Assessment methods	Students were evaluated on the basis of success in term exams (50%), seminar papers (20%), final exam (25%) and teaching activities (5%).	

Learning outcomes

1. - to compare different theories of work motivation and critically evaluate them
2. to assess attitudes towards work and distinguish different approaches to their measurement
3. to explain how job design, reward systems, and management practices affect motivation and work behavior
4. to critically analyze research on motivation and work behavior and apply scientifically established knowledge in practical work

Content

1. Definition and conceptualization of work behavior and work motivation.
2. Needs and motivation for work I: Maslow's theory of the hierarchy of needs, McClelland's theory of learned needs, intrinsic and extrinsic motivation for work.
3. Needs and Motivation for Work II: Herzberg Theory; Model job characteristics
4. Personality, emotions and motivation to work.
5. Cognitive approaches to work motivation: VIE theories and Goal setting theory
6. Learning and work motivation: reinforcement theories and social cognitive theory
7. Justice and Motivation for Work: Equality Theory and Justice Theory.
8. Practical implications of motivational theories.
9. Attitudes towards work and work I: job satisfaction and quality of working life.
10. Attitudes towards work and work II: job involvement and organizational commitment.
11. Motivation and leadership I: basic concepts and types of managerial behavior.
12. Motivation and Leadership II: Personality, Skills and Motivation of Successful Managers.
13. Motivation and Leadership III: New Approaches to Leadership in Organizational Situational, Contingency, and Integrative Approaches to Leadership.
14. Motivation and Leadership IV: Leadership Effectiveness and the Leadership Myth.
15. Current research on work motivation.

Multivariate methods: models of dimensionality

Name	Multivariate methods: models of dimensionality
Organizational unit	Department of Psychology
ECTS credits	5
ID	198882
Semesters	Winter
Teachers	Damir Ljubotina, PhD, Full Professor (primary) Blaž Rebernjak, PhD, Assistant Professor
Hours	Lectures 30 Seminar 15 Practicum 15
Prerequisites	None
Goal	To acquire knowledge and skills for the autonomous choice, assessment of adequacy, and technical implementation of selected methods for multivariate data analysis as well as quantitative interpretation of the obtained results. Students will gain knowledge on the main concepts and principles and application of explorative Factor analysis, Cluster analysis and confirmative factor analysis.
Teaching methods	Lectures - predominantly performed in an interactive and, to a lesser extent, in a classical form; Auditory and computer-based exercises along with practical demonstrations of empirical examples; Students obligations include taking an active part during classes (implementations of data analyses), completing assignments and homework - written reports on findings of conducted statistical tests and analyses.
Assessment methods	Students' achievements has been assessed continually during the semester - through work on assignments and data analyses within extensive written reports after each topic (80%) and optionally by final written exam upon the completion of the subject (20%).

Learning outcomes

1. To select and implement methods for multivariate data analysis included in the program of the subject.
2. Explain advantages and shortcomings of selecting particular modalities of multivariate data analyses in response to specific research problem.
3. To explain basic theoretical assumptions, logic and application of EFA, conduct analysis and interprete results
4. To explain basic theoretical assumptions, logic and application of Claster analysis, conduct analysis and interprete results
5. To explain basic theoretical assumptions, logic and application of CFA, conduct analysis and interprete results
6. To identify methodological factors which can threaten adequacy and validity of conducted multivariate analysis

Content

1. Introduction - problem of dimensionality, basic concepts of multivariate analysis
2. Introduction to explorative factor analysis (EFA), basic concepts and steps
3. EFA: adequacy of correlational matrix, FA models, models of factor extraction
4. EFA: criteria of factor significance, types of variables (manifest, latent), factor rotation methods

5. EFA: higher order factors, problem of invariance of factor solution, interpretation and validation of the results. Some methodological problems (item factorisation, bipolar constructs, sample selection)
6. First written report: EFA
7. Cluster analysis: theoretical assumptions and basic concepts, steps, choice of examine and variable samples, variable transformation, measures of similarity/dissimilarity
8. Cluster analysis: methods for objects clustering, interpretation of results, validation of claster solution
9. Cluster analysis: Cluster analysis for large samples, examples
10. Second written report: Cluster analysis
11. Confirmatory factor analysis: Introduction to CFA, basic concepts and application. Conceptual comparison of EFA and CFA. Difference between models and theories, graphical representation of the factor model; types of parameters in CFA
12. CFA: basic assumptions, data types, variance-covariance matrix, basic equations, model specification, model identification, parameter estimation
13. CFA: interpretation, model evaluation, criteria of model adequacy (fit)
14. CFA: model comparison, parameter restriction, model respecification, inadequate model fit analysis
15. Third written report: CFA

Multivariate methods: prediction and classification models

Name	Multivariate methods: prediction and classification models
Organizational unit	Department of Psychology
ECTS credits	5
ID	198884
Semesters	Summer
Teachers	Vesna Buško, PhD, Full Professor (primary) Tomislav Bunjevac, Professional Associate Una Mikac, PhD, Postdoctoral Researcher
Hours	Lectures 30 Seminar 15 Practicum 15
Prerequisites	None
Goal	To acquire knowledge and skills for the autonomous choice, assessment of adequacy, and technical implementation of selected methods for multivariate data analysis as well as quantitative interpretation of the obtained results.
Teaching methods	Lectures - predominantly performed in an interactive and, to a lesser extent, in a classical form; Auditory and computer-based exercises along with practical demonstrations of empirical examples; Students obligations include taking an active part during classes (implementations of data analyses), completing assignments and homework - written reports on findings of conducted statistical tests and analyses.
Assessment methods	Students' achievements has been assessed continually during the semester - through work on assignments and data analyses within exercises (20%), extensive written reports after each topic (60%) and optionally by final written exam upon the completion of the subject (20%).

Learning outcomes

1. To select and implement methods of multivariate data analysis included in the program of the subject.
2. To assess the adequacy of implementation of selected multivariate methods in terms of meeting statistical requirements and to explain own decisions on how to perform the analyses.
3. Explain advantages and shortcomings of selecting particular modalities of multivariate data analyses in response to specific research problem.
4. To conceive and formulate quantitative interpretation of the results of the statistical analyses implemented.
5. Critically assess the adequacy of implementation of multivariate data analyses covered by the subject in published scientific papers.

Content

1. General linear model; bivariate and multivariate case (multiple regression and canonical problem); logical status of variables; general strategy of quantification of multivariate relationship, assumptions of multiple regression model; pragmatic and scientific usage of multiple regression analysis.
2. The elements of multiple regression analysis; the effects of standardization of predictor and criterion variables; evaluation of the outcome of multiple regression analysis.
3. Quantitative interpretation of regression coefficients and multiple correlation; the issue of colinearity of predictor variables; suppressor effects; partial and semipartial correlations;
4. Modalities of application of multiple regression analysis; hierarchical regression analysis; testing interaction effects;

5. Inferential statistics in multiple regression analysis: testing hypotheses on regression coefficients and multiple correlation; bias of R and beta weights; stability of regression equation; the effects of violation of statistical assumptions in multiple regression analysis.
6. Discriminant problem: definition, empirical examples, areas of application, general form of data matrix;
7. Logical status of variables in discriminant analysis (DA), basic idea on condensation of information, geometric representation;
8. General mathematical aspects in DA; linear and canonical case, multiple DA.
9. Assumptions in DA and the effects of violations;
10. Statistical aspects: parameters in DA and significance of discriminant functions; interpretation of discriminant functions;
11. Analytical approaches in the use of massive data ("Big data" analytics);
12. Concept and typical features of Big data; rationale and main types/purposes of implementations of the analyses dealing with the big data
13. Specificities of big data methodology (similarities/differences, advantages/shortcomings) compared to standard multivariate statistical analyses
14. Methodological requirements (including statistical assumptions) for the implementation of Big data analyses
15. Demonstrations of real data examples; interpretations of the results, scientific and practical applications and usage of Big data.

Non-experimental methods in psychology

Name	Non-experimental methods in psychology
Organizational unit	Department of Psychology
ECTS credits	6
ID	215558
Semesters	Summer
Teachers	Željka Kamenov, PhD, Full Professor (primary) Ena Uzelac, Assistant Iva Kapović, Assistant Jasmina Mehulić, Assistant
Hours	Lectures 30 Seminar 15 Exercise 15
Prerequisites	None
Goal	The students will learn about non-experimental research methods in psychology. They will be able to analyze and compare different research designs as well as recognize threats to internal and external validity. They will be able to administer appropriate procedures to manage these risks. They will be able to efficiently use different techniques for gathering and analyzing qualitative data. They will be able to critically evaluate different qualitative techniques and select appropriate techniques when doing research.
Teaching methods	Ex-catedra lectures. Group discussion and student interaction. Seminars. Practical work. Individual and group assignments. Individual and group presentations. Collaborative learning.
Assessment methods	Written exams. Individual and group assignments.

Learning outcomes

1. Describe non-experimental research methods in psychology.
2. Analyze and compare different research designs
3. Analyze the impact of internal and external validity threats and administer appropriate procedures to manage these threats.
4. Create a survey questionnaire and conduct a survey.
5. Apply different techniques for gathering and analyzing qualitative data.
6. Critically evaluate different qualitative techniques and select an appropriate qualitative research design.
7. Create a quasi-experimental design appropriate for a specific research goal.
8. Prepare and moderate a focus group discussion.

Content

1. Research approaches and research process paradigm. Multiple operationalizations.
2. Threats to internal and external validity in non-experimental designs. Procedures for reducing invalidity.
3. Designs that do not allow and do allow causal inference. Quasi-experimental designs.
4. Correlational designs.
5. Causal-comparative designs.

6. Survey methods. Data gathering in survey research. No response and missing data issues. Control of survey data gathering.
7. Creating a survey questionnaire.
8. Probabilistic and non-probabilistic sampling.
9. Qualitative designs. Characteristics of qualitative research and comparison to quantitative approach.
10. Steps in qualitative research and creating a qualitative research design.
11. Types of qualitative research.
12. Samples in qualitative designs.
13. Interview. Types of interview. Asking questions and interviewer behavior.
14. Focus groups. Creating a focus group guide. Recruiting and motivating participants. Focus group moderator roles and tasks.
15. Qualitative data analysis.

Organizational psychology

Name	Organizational psychology
Organizational unit	Department of Psychology
ECTS credits	6
ID	125499
Semesters	Winter
Teachers	Darja Maslić Seršić, PhD, Full Professor (primary) Jasmina Tomas, PhD, Postdoctoral Researcher
Hours	Lectures 45 Practicum 30
Prerequisites	None
Goal	To provide students with understanding the processes in modern organizations and the application of psychological principles and theories in organizational settings. By the end of the course students will learn basic organizational theories, problems and approaches to enhancing team work, concepts and impacts of organizational climate and culture, and main approaches to organizational diagnosis and development.
Teaching methods	Lectures, methodical exercises, field exercises.
Assessment methods	written exam, oral exam

Learning outcomes

1. To define organizational strategy, structure and culture.
2. Identifying various strategies of organizational effectiveness management
3. Explaining organizational impacts of work motivation at the individual, group and organizational level
4. Identifying, designing, and implementing psychosocial interventions suitable for attainment of specific goals in the organizational context.

Content

1. Organization and organizational behavior
2. organizational theories: classical, neoclassical and contemporary
3. Psychological models of organizational impact on individual behavior and the individual impact on organization.
4. Attitudes: organizational commitment, psychological contract
5. Work group and determinants of its effectiveness: group size, motivation of group members, group cohesiveness, communication and structure
6. Team and team efficacy
7. Team roles and team development
8. Organizational climate and culture; sources of organizational climate, its types and outcomes; socialization in organizational context and the concept of organizational culture.
9. Organizational culture management; organizational development
10. occupational well-being: stress and burnout, measurement of organizational stress
11. Work wellbeing management - psychosocial resources of the organization
12. work-life balance; work recovery
13. Decision processes in organization
14. Organization and social context
15. Contemporary issues in organizational psychology in Croatia

Participation in research

Name	Participation in research
Organizational unit	Department of Psychology
ECTS credits	2
ID	198864
Semesters	Winter, summer
Teachers	Damir Ljubotina, PhD, Full Professor (primary)
Hours	Practicum 60
Prerequisites	None
Goal	
Teaching methods	
Assessment methods	
Learning outcomes	
Content	

Perception and memory

Name	Perception and memory
Organizational unit	Department of Psychology
ECTS credits	6
ID	35829
Semesters	Winter
Teachers	Andrea Vranić, PhD, Associate Professor (primary) Luka Juras, Assistant
Hours	Lectures 45 Seminar 15
Prerequisites	None
Goal	The aim of this course is to introduce students to the field of cognitive psychology, more specifically to perception and memory. By completing the course, students will be introduced to the basic methodological approaches in the psychology of perception and memory, they will understand different scientific attempts and traditions, and be able to distinguish normative from pathological perception and memory processes. This course is instrumental and provides foundation for advanced courses in cognitive psychology (Learning and higher cognitive processes; Intelligence), as well as a series of general and applied courses in the study of psychology.
Teaching methods	Lectures, seminars and design and implementation of experiments regarding perception and memory.
Assessment methods	Obligatory written exam. The grade is formed via seminar assignments and presentations (10%), and a written exam score (90%).

Learning outcomes

1. Explain different theories of perception and memory, and familiarize with the most important authors in the field
2. Explain and compare contemporary models of perception and memory
3. Analyze adequacy scientific methodology in the field of memory and perception
4. Define the difference between sensation and perception and discuss the specifics of these processes within each sensory modality
5. Understand and differentiate memory systems according to the type of information stored and the mechanisms underlying the functioning of each system
6. Compare memory failures, omissions impairments

Content

1. Cognitive psychology and human information processing
2. Introduction to perception. Methods in cognitive psychology.
3. Chemical perception. Psychophysics.
4. Physical perception. Placebo effect.
5. Auditory perception. Signal detection theory.
6. Visual perception. Top-down and bottom-up processing.
7. Attention - cognitive system and theories of attention. Priming effect.
8. Introduction to the psychology of memory. Encoding, storage and retrieval of information in memory.
9. Sensory, short-term and long-term memory.
10. Working memory and executive functions.
11. Long-term memory: Organization of information and memory systems

12. Forgetting
13. Memory failures and memory disorders
14. False memories and credibility of testimony
15. Metamemory and everyday memory

Personality assessment

Name	Personality assessment
Organizational unit	Department of Psychology
ECTS credits	4
ID	124472
Semesters	Winter
Teachers	Ana Butković, PhD, Associate Professor (primary) Denis Bratko, PhD, Full Professor Martina Pocrnić, Assistant
Hours	Lectures 15 Practicum 30
Prerequisites	None
Goal	Objective of this course is to enable students to gather knowledge about assessment and measurement in the field of personality psychology, as well as acquainting students with most famous measuring instruments in the field. By the end of the course students will be able to assess personality from different theoretical perspectives, which will be helpful in their later work in different domains of applied psychology. Also, they should be able to develop and select appropriate measuring instrument to solve both scientific and practical problems.
Teaching methods	Lectures, exercises
Assessment methods	Written exam.

Learning outcomes

1. Assessing and professionally interpreting findings about relevant characteristics of individuals, groups, and organizations with suitable methods (interviews, testing, observation etc.).
2. Communicating conclusions and recommendations to clients/users and experts in a clear and justified manner, by using adequate professional terminology both in Croatian and in a foreign language.
3. Creating and developing services and products designed for clients/users, psychologists or other experts all founded on psychological theories and methods.
4. Critically analyzing and creating efficient solutions of professional problems on an appropriate ethical and professional level.

Content

1. Introduction to personality assessment, Personality assessment from different theoretical perspectives (psychoanalytical perspective, trait perspective, cognitive perspective, implicit measurement)
2. Types of measuring instruments in personality psychology, Personality assessment problems, Multi-trait-multimethod approach
3. Data sources in personality psychology (self-assessment, peer-assessment, objective measures)
4. Overview and comparison of the most often used measuring instruments in personality psychology: Assessment of the five-factor models, Assessment of the Eysenck's and Cattell's personality theory, Assessment of HEXACO personality model.
5. Filling in different personality questionnaires
6. Interpretation of different personality questionnaires
7. Construction of personality measures, Strategies in development of measuring instruments in personality psychology
8. Assessment biases: social desirability, lying and response styles
9. Translating and adapting measuring instruments from other cultures.
10. Comparison and differences between self-assessment and peer-assessment.
11. Filling in and interpretation of personality questionnaires with self-assessment method and peer-assessment method.
12. The Five-factor model and development of the NEO-PI-R questionnaire

13. Using personality questionnaires in fields of applied psychology.
14. Introduction, use, and interpretation of idiographic methods of personality assessment (Q-sort technique, TAT).
15. User reactions to personality assessment.

Practice

Name	Practice
Organizational unit	Department of Psychology
ECTS credits	6
ID	124471
Semesters	Winter, summer
Teachers	Damir Ljubotina, PhD, Full Professor (primary)
Hours	Practicum 75
Prerequisites	None
Goal	Students will be enabled to perform professional tasks and to solve professional issues in different aspects of applied psychology.
Teaching methods	Observation, demonstration, mentor work
Assessment methods	Students write report about their activities during time spent learning with mentor in particular institution where applied psychology is used.

Learning outcomes

1. Integrate theoretical and experiential knowledge within fields of applied psychology
2. To choose appropriate methodology to diagnose nature of problems of individuals and groups in different fields of practice
3. Effectively solve problems in specific field of psychology.
4. To use professional terminology in communication of their findings to other professionals and laymen.
5. To assess own need for lifelong professional training and education..

Content

1. Practice of school psychologist
2. Practice of child psychologist
3. Practice of organisational or human resources psychologist
4. Practice of clinical psychologist
5. Practice of psychologist in social services
6. Practice of military psychologist
7. Practice of sport psychologist
8. Practice of psychologist in work medicine
9. Practice of forensic psychologist and court expert
10. Practice of psychologist in professional orientation
11. Practice of psychologist in penal institutions
12. Practice of health psychologist
13. Practice of counseling psychologist
14. Practice of psychologist in palliative care
15. Interdisciplinary cooperation and team work

Practicum in methodology of teaching

Name	Practicum in methodology of teaching
Organizational unit	Department of Psychology
ECTS credits	6
ID	118176
Semesters	Winter
Teachers	Nina Pavlin Bernardić, PhD, Associate Professor (primary)
Hours	Practicum 60
Prerequisites	To enrol course it is necessary to pass course Methodology of teaching psychology
Goal	Students will practice teaching skills through the preparation and performance of psychology classes. The aim is to develop practical aspects of teacher competence. Students will be trained to develop a lesson plan and reflexively observe teaching. Students will be able to apply the acquired teaching skills in school or extracurricular teaching.
Teaching methods	Exercises (holding classes in front of other students), attending demonstration classes and teaching in high schools.
Assessment methods	The grade is formed on the basis of written preparation of the lesson held in the exercises, written feedback for one of the classes of colleagues in the exercises and the exam lesson in school.

Learning outcomes

1. Developing teaching materials for psychology lessons.
2. Critically analyzing one's own and others' performance of a psychology class.
3. Holding a psychology class in a high school.
4. Holding a psychology workshop for primary school or high school students.

Content

1. Writing teaching preparations.
2. Analysis of students' work.
3. Review and analysis of videos of psychology lessons.
4. Giving feedback.
5. Development of teaching preparations.
6. Simulation of teaching sequences.
7. Students' performance of teaching lessons with video recording (1).
8. Students' performance of teaching lessons with video recording (2).
9. Students' performance of teaching lessons with video recording (3).
10. Analyses of teaching preparations and performance of lessons with feedback from other students and a teacher (1).
11. Analyses of teaching preparations and performance of lessons with feedback from other students and a teacher (2).
12. Analyses of teaching preparations and performance of lessons with feedback from other students and a teacher (3).
13. Attending demonstration classes in high schools and teaching psychology lessons with feedback from mentors (1).
14. Attending demonstration classes in high schools and teaching psychology lessons with feedback from mentors (2).
15. Attending demonstration classes in high schools and teaching psychology lessons with feedback from mentors (3).

Practicum in psychology I

Name	Practicum in psychology I
Organizational unit	Department of Psychology
ECTS credits	7
ID	35833
Semesters	Summer
Teachers	Dragutin Ivanec, PhD, Full Professor (primary) Francesca Dumančić, Assistant Ivan Tomić, PhD
Hours	Exercise 60 Laboratory Exercise 15
Prerequisites	To enrol course it is necessary to pass course Statistics in psychology I To enrol course it is necessary to pass course Introduction to methodology of experimental psychology
Goal	The goals of Psychological Practicum I are that by conducting psychological individual and group experiments students will be able: (1) to identify and explain the basic principles of data collection in experimental conditions, (2) distinguish and explain the application of general and specific psychological methods, procedures and techniques in collecting results in the experimental research and (3) acquired competencies students can apply in interpretation of collected data with fundamental criticism in assessing the validity of results based on planned and conducted measurement, (4) to evaluate the logic and adequacy of selected statistical procedures in interpreting collected data, and (5) to write a scientific report based on the defined problem and the collected and statistically processed results.
Teaching methods	Practical work in laboratory. During semester up to 10 experimental studies in the field of perception are organized. After explanation of theoretical framework and background of the aim of study, students are involved in research process as participants. After data collection students by his own under supervision of lecturer conduct statistical analysis of collected data. Based on used methodology, theoretical background and collected data, students write study report according scientific rules.
Assessment methods	Every single study report (up to 10 during semester) is evaluated and marked. The final grade is formed as an average of all individual reports.

Learning outcomes

1. Explain the methodological conditions for data collection on a particular research problem in simple experimental designs where the relationship of two variables is examined.
2. Operationalization measurement variables (IV and DV) in the study field of sensation and perception.
3. Statistical analysis and presenting outcome of own collected data.
4. Critical interpretation of study outcomes regarding theoretical framework and used research design.
5. Writing the final report according to all the principles of a scientific study report.

Content

1. Methodology of examining sensations and perception ranging from basic processes in the formation of sensations to more complex processes of perception of space and time. Explanation of future exercises.
2. Approaches to measurement of absolute and differential sensation. Study conduction.
3. Absolute and differential sensation - writing study report.
4. Methods of Theory of signal detection in sensation research. Study conduction.
5. Methods of TDS in sensation research - writing study report.
6. The role of attention processes in sensation and perception. Study conduction and study report.

7. Constancy of perception and time perception. Studies conduction.
8. Constancy of perception - study report.
9. Time perception - study report.
10. Possibilities of study of clairvoyance. Visual illusion. Studies conduction.
11. Visual illusion. Study report.
12. Clairvoyance - study conduction and report.
13. Perceptual speed. Study conduction.
14. Perceptual speed. Study report.
15. Concluding report - knowledge test of all studies conducted.

Practicum in psychology II

Name	Practicum in psychology II
Organizational unit	Department of Psychology
ECTS credits	7
ID	186864
Semesters	Winter
Teachers	Mirjana Tonković, PhD, Associate Professor (primary) Francesca Dumančić, Assistant Ivan Tomić, PhD
Hours	Exercise 60 Laboratory Exercise 15
Prerequisites	To enrol course it is necessary to pass course Practicum in psychology I To enrol course it is necessary to pass course Statistics in psychology II
Goal	Upgrading the competencies acquired in the Practicum I by practicing the implementation of basic methodological contents with greater independence of students. In methodological terms, the emphasis is on acquiring knowledge and skills of more complex research designs related to: (1) the use and comparison of within- and between-subjects designs with emphasis on the need and possibilities of experimental control; (2) using more complex (factorial) designs with two or more independent variables and recognizing the possibilities and needs of ensuring internal validity by operationalizing independent variables, measuring dependent variable and controlling relevant factors; (3) defining of both research problems and research hypotheses (and distinguishing between research and statistical hypotheses); (4) selection of the appropriate statistical procedure and independent and adequate interpretation of the results; (5) improving the writing of scientific reports; (6) acquisition of specific knowledge in the field of learning and memory.
Teaching methods	Laboratory exercises in which data related to the research problem are collected. All students participate as subjects (respondents). After collecting data, students independently, with the guidance of teachers, analyze the results. Finally, based on the results, students write a report that has elements of scientific work.
Assessment methods	After each experiment, students will independently analyze the obtained data and write a final report in the form of a scientific paper. These reports are graded, and based on these grades and according to pre-defined criteria, an overall final grade is formed.

Learning outcomes

1. Explain the methodological assumptions for quality data collection on a particular research problem in complex experimental designs where the relationship between the two variables is examined.
2. Compare within-subjects, between-subjects and mixed factorial design.
3. Define strengths, weaknesses and threats to internal validity of different experimental designs.
4. Define research problems and hypotheses in the field of learning, memory and thinking.
5. Choose an appropriate statistical analysis.
6. Interpret the obtained results.
7. Improving the writing of a scientific report.
8. Acquisition of specific knowledge in the field of learning, memory and thinking.

Content

1. Introduction: Experimental research designs and measurement techniques in the field of memory and skills acquisition.
2. Memory testing methods (experiment preparation and data collection)
3. Comparison of memory testing methods.

4. Serial position effect.
5. Short-term and working memory (experiment preparation and data collection)
6. Short-term memory search
7. Visual working memory
8. Long-term memory (experiment preparation and data collection)
9. Encoding specificity and long-term memory
10. Constructive nature of memory
11. Learning (experiment preparation and data collection)
12. Spontaneous organization of material in learning.
13. Levels of processing and learning
14. Forgetting (experiment preparation and data collection)
15. Forgetting and retroactive inhibition.

Practicum in psychology III

Name	Practicum in psychology III
Organizational unit	Department of Psychology
ECTS credits	7
ID	186888
Semesters	Summer
Teachers	Darja Maslić Seršić, PhD, Full Professor (primary) Mirjana Tonković, PhD, Associate Professor Denis Vlašiček, Assistant Jasmina Tomas, PhD, Postdoctoral Researcher
Hours	Lectures 15 Exercise 30 Laboratory Exercise 30
Prerequisites	None
Goal	The aim of the course is to learn the methodology of collecting, analyzing and presenting psychological data on the examples of laboratory and field exercises in the fields of cognitive psychology, emotions and motivation. Within the course, students learn the difference between simple and complex experimental designs, and the difference between experimental and correlation research designs on theoretical and practical examples. Also, within the course, knowledge is acquired about the principles of data collection in experimental conditions, the application of general and special psychological methods, procedures and techniques of quantitative non-experimental research; methods and techniques of data processing and interpretation and proper writing of scientific reports.
Teaching methods	Students are divided into three groups, and practice the described methodology in three broad areas of general psychology: cognition, emotions, and motivation. These areas serve as a thematic framework for practicing a particular methodology. At the beginning of the semester, students choose the module within which they work until the end of the semester. All three groups go through identical methodological content, but presented through different theoretical contents, ie data. In doing so, in most laboratory and field exercises, all students participate in data collection or are the subjects themselves, regardless of whether they will use the collected results for the exercise in their module.
Assessment methods	Students during the semester write seven reports in the form of a scientific paper. These reports are graded, and based on these grades and pre-defined criteria, an overall final grade is formed on the course. Negatively graded reports are corrected in writing by students within the exam terms.

Learning outcomes

1. To create relevant research objectives in various areas of applied psychology and to form research hypotheses.
2. Using advanced research designs and apply quantitative research methods with the aim of upgrading existing knowledge in psychology and improving professional work
3. To analyze research data by using complex statistical technics and advanced IT technologies.
4. Evaluating psychosocial interventions, critical analyzing and creating solutions to professional issues.
5. To evaluate psychological findings.
6. Clear and reasoned communication of own conclusions and recommendations

Content

1. Introductory lecture, division into groups and introduction to the schedule and method of work
2. How to test theories? Research objective, hypothesis, design

3. Hypotheses in factorial designs, the concept of interaction; between subjects, within subjects and repeated measures research designs
4. Factorial design: theoretical report 1
5. Factorial design: research report 2
6. Research designs, validity control
7. Quasy-experimental design: theoretical report 3
8. Differences between groups and correlations between phenomena
9. Differences between groups and correlations between variables: research report 4
10. Intervening variables: moderators and mediators
11. Examining mediational and moderation effects: research report 5
12. Experimental, quasy-experimental and non-experimental research designs: theoretical report 6
13. Innovativeness in research: How to find and present own hypothesis and upgrade existing knowledge?
14. Innovativeness in research: theoretical report 7
15. How to defend a research project?

Psychodiagnostic methods

Name	Psychodiagnostic methods	
Organizational unit	Department of Psychology	
ECTS credits	5	
ID	160825	
Semesters	Summer	
Teachers	Damir Ljubotina, PhD, Full Professor (primary)	
Hours	Lectures	30
	Seminar	15
	Practicum	15
Prerequisites	None	
Goal	Students will get acquainted with current and modern ideas, and ways how to improve psychodiagnostic methods and instruments. Students will learn how to find and use information on current psychodiagnostic instruments and methods including validation and evaluation data. They will also be able to decide on an optimal instrument for a given research problem	
Teaching methods	2 hours of lectures, 1 hour of seminars and 1 hour of labs. In-class activities consist of practical problem solutions, writing papers on a given topic, demonstration of methods and examples of psychological practices which include visits to institutions that deal with psychodiagnostics	
Assessment methods	Student grades will be based on in-class activity assessments, project accomplishment, and final written exam.	

Learning outcomes

1. Cite and critically evaluate contemporary trend in psychodiagnostic and information sources about psychodiagnostic instruments
2. Describe the formal and legal framework in which psychodiagnostic methods are used in Croatia and the world
3. Efficiently solve specific psychodiagnostic problems by choosing adequate methods and adequately interpret the results in accordance with the specific psychodiagnostic purpose
4. Find, evaluate and interpret available information on psychometric characteristics of specific psychodiagnostic instruments
5. Compare and evaluate advantages and disadvantages of specific psychodiagnostic methods and diagnostic instruments
6. Explain the specifics and methodological issues in psychodiagnostic application in specific contexts of research and applied psychology
7. Take responsibility for the validity of decision made based on chosen psychodiagnostic methods

Content

1. Introductory information
2. Criteria for selecting an adequate method with regard to purpose(s) of measurement, technical, legal and ethical standards (APA, ITC, domestic standards, laws, categorization of psychodiagnostic methods);
3. Sources of information about psychodiagnostic instruments (evaluative and non-evaluative representations and databases); Integrative overview of contemporary psychodiagnostic practice in Croatia and the world;
4. Overview and evaluation of different general diagnostic methods. The choice of relevant validity data specific to diagnostic procedures; The choice and adequacy of a specific method (instrument)
5. Information required for proving different forms of validity of diagnostic methods
6. Psychodiagnostic methods (self-report, test)
7. Psychodiagnostic methods (performance measures, observations)
8. Psychodiagnostic methods (biographical data, projective techniques)

9. Psychodiagnostic methods (interviews, situational tests, assessment centres)
10. Psychodiagnostic methods (others assessment, case analysis, documentation et al.)
11. Computer use in psychodiagnostic
12. Psychodiagnostic methods and instruments in field of emotional intelligence
13. Psychodiagnostic methods and instruments in field of cognitive abilities
14. Psychodiagnostic methods and instruments in field of stress and trauma
15. Psychodiagnostic methods and instruments in field of personality

Psychological disorders - theories and diagnostic procedures

Name	Psychological disorders - theories and diagnostic procedures	
Organizational unit	Department of Psychology	
ECTS credits	5	
ID	118181	
Semesters	Summer	
Teachers	Nataša Jokić-Begić, PhD, Full Professor (primary)	
Hours	Lectures Practicum	30 30
Prerequisites	To enrol course it is necessary to pass course Clinical assessment of psychological disorders	
Goal	The aim of the course is to enable students to review different etiological explanations of mental disorders, and select appropriate psychodiagnostic techniques in their differentiation, and gain insight into the work of a clinical psychologist in different contexts.	

Teaching methods

Assessment methods

Learning outcomes

1. compare different etiological explanations of mental disorders (anxiety, depression, schizophrenia, sexual disorders, personality disorders, addiction)
2. choose an appropriate etiological model of a particular disorder and support it with relevant scientific evidence
3. design a process of clinical assessment of mental disorders based on scientific facts
4. conduct a comprehensive clinical assessment, and interpret the findings in an understandable manner
5. describe and compare the work of clinical psychologists in different contexts (hospital, outpatient, forensic, counseling)

Content

1. Etiological models in understanding mental disorders (biological, psychological and social)
2. Psychodiagnostics - a process based on scientific facts?
3. Limitations of the psychodiagnostic process
4. The aetiology and diagnosis of anxiety and OCD spectrum disorders
5. Visit a psychotherapy counselling centre
6. The aetiology and diagnosis of addiction
7. Visit an addiction treatment centre
8. Mental health problems in children
9. Visit a child mental health's hospital
10. The aetiology and diagnosis of schizophrenia
11. Visit a forensic centre
12. The aetiology and diagnosis of mood disorders
13. Visit a psychiatric hospital
14. The aetiology and diagnosis of personality disorders
15. visit a prisons's hospital

Psychology as a science and profession

Name	Psychology as a science and profession
Organizational unit	Department of Psychology
ECTS credits	1
ID	35825
Semesters	Winter
Teachers	Denis Bratko, PhD, Full Professor (primary)
Hours	Lectures 15
Prerequisites	None
Goal	This course is aimed at providing students with and overview and the basic information about psychology as a social science, with the main goal of orienting students in their future studies of psychology.
Teaching methods	Concentrated lectures. Group discussions.
Assessment methods	Written exam.

Learning outcomes

1. To explain and analyze historical development and theoretical systems of different fields of psychology.
2. Using scientific research methodology appropriate for solving problems in different fields of social affairs.
3. To explain and analyze historical development and theoretical systems of different fields of psychology.
4. Using scientific research methodology appropriate for solving problems in different fields of social affairs.

Content

1. Introduction with the students and the course aims.
2. Introduction into psychology as a scientific discipline and as a profession.
3. Psychological methods.
4. Biological basis of psychology.
5. Senses and perception.
6. Consciousness and states of consciousness.
7. Learning, memory, intelligence.
8. Thinking and speaking.
9. Motivation and emotions.
10. Personality.
11. Developmental psychology.
12. Psychological disorders and therapy.
13. Stress and health.
14. Social psychology: individuals and groups.
15. Applied psychology: different life domains.

Psychology of adulthood and aging

Name	Psychology of adulthood and aging
Organizational unit	Department of Psychology
ECTS credits	5
ID	52594
Semesters	Winter
Teachers	Gordana Kuterovac Jagodić, PhD, Full Professor (primary)
Hours	Lectures 30 Seminar 15
Prerequisites	To enrol course it is necessary to pass course Child and adolescent psychology
Goal	This course is designed to provide students an overview of the theoretical postulates of lifelong development theory and its relevancy for studying change and continuity in psychological processes during adulthood. Students will understand and differ as well as critically evaluate methods and designs for studying development. Students will be able to list both normative and pathological changes in physical, sensory, cognitive, emotional and social changes during adulthood. After completion of the course students will understand determinants and mechanisms of developmental change and psychological adaptation on the biological changes, changes in social roles and life events in adulthood. Participation and activities in this course should reduce presence of myths and stereotypes towards elderly and aging process among students and enable them to understand developmental status of persons of different age therefore improving their professional and personal communication with them.
Teaching methods	Lectures Seminars: Interview paper (individual) and comparison presentation (group) Workshops Reaction papers Field work Multimedia and internet
Assessment methods	Final grades will be calculated as pondered value of grades of two written mid term exams (30% each, or 60% for one final term exam), written assignment on identification of myths and stereotypes about aging (5%), written reflection paper on aging in art or literature (5%) and individual report on structured developmental interview with an adult person (25%). Class attendance and participation in discussions during classes and seminars will be noted.

Learning outcomes

1. To identify and critically evaluate some myths and stereotypes about elderly and about ageing.
2. To describe and compare fundamental theoretical approaches to development in adulthood.
3. To explain basic research methods and research designs of aging and development in adulthood, as well as their advantages and disadvantages.
4. To explain developmental changes during adulthood in aspects of physical, cognitive, emotional, social and professional development, as well as mental health and to recognize connections among them and critically evaluate them.
5. To conduct developmental interview with an adult or elderly person.
6. To synthesize knowledge on developmental changes in various aspects of functioning among persons in different developmental stages of adulthood (early, middle, late adulthood).
7. To recognize and apply knowledge on adult development and aging in the analysis of developmental path of one individual.
8. To use teamwork and presentation skills in critical thinking on development issues during adulthood.

Content

1. Adult development and aging in contemporary world: basic concepts and myths about aging.
2. Theoretical approaches to adulthood development: fundamental postulates of lifespan theory of development
3. Theoretical approaches to adult development: biological, psychological and psycho social theories.
4. Methods for research of adult development and aging.
5. Physical changes during adulthood and aging: biological theories of aging and changes in body systems.
6. Health and health behavior in adulthood: factors of longevity, chronic conditions, functional health and disability.
7. Cognitive development in adulthood: attention, perception, memory
8. Intelligence in adulthood: changes and stability
9. Development of morality, searching for meaning of life and wisdom.
10. Personality in adulthood: changes and stability.
11. Close relations in adulthood: intimate partners, marriage, parenthood.
12. Close relations in adulthood: sibling relationships, inter generational relationships, friendship
13. Career development, leisure time, retirement during adulthood.
14. Health, coping with stress during adulthood and adaptation to aging.
15. End of life, coping with death and bereavement.

Psychology of disability

Name	Psychology of disability	
Organizational unit	Department of Psychology	
ECTS credits	4	
ID	131598	
Semesters	Winter	
Teachers	Lidija Arambašić, PhD, Full Professor (primary) Ida Poljan Snježana Bilać, PhD Vesna Ivasović Višnja Majsec Sobota	
Hours	Lectures Seminar	15 30
Prerequisites	To enrol course it is necessary to pass course Child and adolescent psychology	

Goal

Teaching methods

Assessment methods

Learning outcomes

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Psychology of language

Name	Psychology of language
Organizational unit	Department of Psychology
ECTS credits	4
ID	132496
Semesters	Summer
Teachers	Mirjana Tonković, PhD, Associate Professor (primary)
Hours	Lectures 30 Seminar 15
Prerequisites	To enrol course it is necessary to pass course Practicum in psychology I
Goal	The aim of this course is to give an overview of theories, methodologies and research findings in the field of psychology of language. The aim is to practice asking relevant questions about the use of language and how it is possible to answer them with research in the field of psychology of language.
Teaching methods	Lectures and seminars.
Assessment methods	Written and oral exam, seminars.

Learning outcomes

1. Design an experiment in the field of psychology of language.
2. Describe the areas of applied psychology of language and explain the importance of language research for the areas of applied psychology.
3. Recognize normal language development from one that deviates from common patterns and identify major language-related disorders.
4. Describe why language is important for the study of cognitive functions at different ages, in healthy individuals and in individuals with mental disorders.
5. Explain the role of culture in language development and use.
6. Explain language acquisition and language representation in the brain and language processes in children and adults.
7. Analyze the process of foreign language acquisition.
8. Compare speech comprehension and written text comprehension.
9. Analyze the role of language in human thinking.

Content

1. Introduction to language research: a historical overview and methods in psychological of language research.
2. Definition of language. Animal language.
3. Biological, cognitive and social foundations of language.
4. Language acquisition: phonological development, development of semantics and syntax.
5. Second language acquisition and bilingualism.
6. Language perception: visual word recognition, reading and speech comprehension.
7. Language comprehension: meaning of words, sentences and text.
8. Language production and speech.
9. Disorders of language production and comprehension.
10. The structure of the language system and the relationship with memory systems.
11. Language and representation of knowledge.
12. The role of language in perceptual and cognitive processes. Language and thinking.
13. The influence of culture on language.
14. Contemporary research in psychology of language.
15. Review and exam preparation.

Psychology of learning and teaching mathematics

Name	Psychology of learning and teaching mathematics
Organizational unit	Department of Psychology
ECTS credits	3
ID	59753
Semesters	Winter
Teachers	Vesna Vlahović Štetić, PhD, Full Professor (primary)
Hours	Lectures 30
Prerequisites	To enrol course it is necessary to pass course Child and adolescent psychology
Goal	The aim of the course is that students can explain the developmental characteristics and characteristics of students and teaching methods relevant to the outcomes in learning mathematics
Teaching methods	Lectures and individual assignments.
Assessment methods	The grade is formed on the basis of achievement in the final exam (100%).

Learning outcomes

1. Describing the cognitive and socio-emotional characteristics of children of different ages and the ways they affect learning mathematics
2. Explaining the development of mathematical concepts in children and the acquisition of declarative and procedural mathematical knowledge
3. Evaluating different approaches to teaching mathematics and explaining the influence of personal and social factors on the teaching of mathematics.
4. Critically analyzing studies in the field of mathematical behavior (effects of teaching, gender differences).

Content

1. Educational psychology and learning and teaching mathematics
2. Results of comparative research on „mathematical behavior“.
3. Intercultural differences in mathematics
4. Gender differences in mathematical behavior
5. Causes of gender differences
6. Development of pre-mathematical and mathematical knowledge and skills
7. Declarative and procedural knowledge in mathematics
8. Learning and teaching mathematical concepts and operations
9. Mathematical word problems
10. Different approaches to learning and teaching mathematics
11. Constructivist approach to teaching mathematics
12. Intercultural differences in teaching mathematics
13. Socio-emotional factors related to learning and teaching mathematics
14. Attitudes towards mathematics
15. Talented/gifted students

Psychology of pain

Name	Psychology of pain
Organizational unit	Department of Psychology
ECTS credits	3
ID	51227
Semesters	Winter
Teachers	Dragutin Ivanec, PhD, Full Professor (primary)
Hours	Lectures 30
Prerequisites	To enrol course it is necessary to pass course Biological psychology I
Goal	The aim of the course is that students can explain how psychology, as a science and profession, theoretically and practically relates to the experience of physical pain, both acute and chronic. Students will acquire specific knowledge about the nature of pain with an emphasis on linking the psychological factors in modulation acute and chronic pain. Students will also adopt procedures for measuring and assessing pain in adults and children. They will be introduced to basic methods of pain relief based on a psychological approach.
Teaching methods	Lectures.
Assessment methods	During semester there is will be knowledge test (colloquium), and on the end of course written exam. The share proportion of colloquia in the total grade is 30%, and the written exam 70%.

Learning outcomes

1. To explain difference between pain sensation and other sense modalities.
2. To explain a role of different psychological variable (learning, expectation, emotion, distraction) in modulation of pain sensation, and to explain mechanisms of such a modulation.
3. To illustrate methods and approaches in pain assessment in healthy and pain suffered subjects.
4. Distinguish the main psychological approaches in the treatment of acute or chronic pain and explain the theoretical basis of their application.

Content

1. Pain sensation as a part of other sensation modalities - similarities and differences.
2. Biological background of pain sensation. Receptors and central representation.
3. Theoretical frameworks in pain modulation explanation.
4. Approach for pain assessment in adults and children.
5. Individual difference in pain expression (the role of sex, gender, personality trait and culture).
6. Psychological state and modulation of pain perception - the role of emotion and attention.
7. Expectation as factor of pain modulation.
8. Placebo effect and acute pain
9. Placebo effect - documentary movie.
10. Chronic pain.
11. Psychological characteristics people suffered from chronic pain.
12. Adjustment to chronic pain.
13. Phantom limb pain.
14. Psychological approach in chronic pain treatment.
15. pre-knowledge test

Psychology of parenting

Name	Psychology of parenting
Organizational unit	Department of Psychology
ECTS credits	6
ID	118183
Semesters	Winter
Teachers	Gordana Keresteš, PhD, Full Professor (primary)
Hours	Lectures 45 Seminar 30
Prerequisites	None
Goal	To apply knowledge about theoretical approaches and research findings in the field of parenting psychology in creating and implementing projects aimed at supporting parents.
Teaching methods	Lectures and service learning
Assessment methods	Knowledge about theories and research in parenting psychology is evaluated through written and oral exam. Service-learning projects are evaluated through students diaries and reports on project progress and outcomes.

Learning outcomes

1. To create, implement, and evaluate scientifically-based preventive and interventive programs aimed at supporting parents and enhancing the quality of parent-child relationship
2. To analyze specificities of parenting in different phases and circumstances
3. Critically evaluate transactions between parent, child, and contexts in which they are embedded
4. To put a child's rights and best interests in focus while supporting parents

Content

1. The structure of parenting and individual differences.
2. Self-perceptions of parenthood
3. Assessment of parenting behavior and self-perceptions of parenting
4. Models of parental influence. Preventive and intervention programs for parents.
5. Models of determinants of parenting behavior
6. Parent characteristics as determinants of parenting behavior
7. Contextual determinants of parenting
8. Child characteristics as determinants of parenting
9. Motivation for parenting, transition to parenting and phases of parenting
10. Specificities of parenting an infant
11. Specificities of parenting a preschool child
12. Specificities of parenting a school-age child
13. Specificities of parenting an adolescent
14. Parents and adult children
15. Parenting in specific circumstances (adolescent parents, single parents, lesbian and gay parents, parenting a child with atypical development, foster parents, adoptive parents)

Psychology of Personality

Name	Psychology of Personality
Organizational unit	Department of Psychology
ECTS credits	7
ID	51230
Semesters	Summer
Teachers	Denis Bratko, PhD, Full Professor (primary) Martina Pocrnić, Assistant Iva Vukojević, Assistant
Hours	Lectures 45 Seminar 30
Prerequisites	To enrol course it is necessary to pass course Biological psychology II To enrol course it is necessary to pass course Learning and higher cognitive processes
Goal	Objective of this course is to enable students to gather knowledge about personality psychology. Focus of the course will be on contemporary models and issues currently dominant in personality psychology. By the end of the course students will familiarize themselves with methodology and different contemporary issues in personality psychology. This will enable them to follow the literature and understand the research logic in the field. Also, the course will be of assistance in their later specialization in different domains of applied psychology.
Teaching methods	Lectures, seminars, independent assignments, combined e-learning, multimedia and network.
Assessment methods	Two midterm and/or endterm written exam.

Learning outcomes

1. Interpreting basic psychological processes and traits (perception, memory, learning, motivation, emotion, personality, social behavior), and their neurobiological foundations and developmental mechanisms.
2. Critically interpreting scientific and professional literature.
3. Independently creating, and performing oral and written presentations of results of various types of assignments to both experts and laymen.
4. Interconnecting and evaluating fundamental findings from both theoretical and applied psychological science.

Content

1. Introduction to personality psychology (personality defined, levels of personality analysis, history and structure of the field, grand theories of personality and contemporary research in personality)
2. Research methods in personality psychology (approaches focused on individual or group differences, sources of personality data, research methods, strengths and weaknesses of different methods).
3. Traits and trait taxonomies (theoretical definition n of personality traits, identification of the most important traits, theoretical models and taxonomies of personality traits: Eysenck's, Cattell's and Five-factor model, Circumplex models of personality).
4. Theoretical and measurement issues in personality psychology (traits and prediction of behavior, situationism, interactionism and trait personality psychology, aggregation and prediction, personality measurement within different trait theories, self-reports and peer-reports).
5. Stability and change of personality dispositions (theoretical definition of "continuity" and "change" of personality, methodological problems in the study of personality stability and change, research results in the field of personality stability and change).
6. Physiological basis of personality traits (physiological basis of Eysenck's personality dimensions, sensitivity to reward and punishment: Gray's reinforcement sensitivity theory, biological basis of temperament: Cloninger's psychobiological theory, sensation seeking: Zuckerman's personality theory).

7. Evolutionary perspective in personality psychology (evolution and basic psychological mechanisms, individual differences and evolution, Five-factor model and , and evolutionarily relevant adaptive problems).
8. Behavior genetics and personality psychology (quantitative and molecular genetics, behavioral genetics methods: twin studies, adoption studies, and family studies, heritability, major findings from behavioral genetic research).
9. Social-cognitive perspective in personality psychology (basic characteristics of socio-cognitive approach, cognitive processes and personality, self-efficacy)
10. Emotion and personality (comparison of dimensional models of emotions and dimensional models of personality, personality and subjective well-being, emotions and processing of positive and negative information).
11. Sex, gender and personality (difference between sex and gender differences, sex differences in personality, masculinity, femininity and androgyny).
12. Personality and intellectual competence (personality and intelligence, personality and educational achievement, personality and creativity)
13. Culture and personality (differences in personality depending on the characteristics of different cultures, individualism and collectivism, cultural universality of personality models).
14. Personality and social interaction (selection, evocation and tactics of manipulation).
15. Personality and different life outcomes.

Psychology of sex and gender

Name	Psychology of sex and gender
Organizational unit	Department of Psychology
ECTS credits	4
ID	80915
Semesters	Winter
Teachers	Željka Kamenov, PhD, Full Professor (primary) Ivana Jugović, PhD, Scientific Associate
Hours	Lectures 30 Seminar 15
Prerequisites	To enrol course it is necessary to pass course Social perception and attitudes
Goal	Students will be able to explain the role of gender in individual behavior throughout different life stages and in different life domains. They will be able to differentiate between different theoretical approaches to gender and they will learn to apply appropriate psychological methods and techniques in their professional work pertaining to gender issues. Students will learn to recognize and take into account gender specificities in various domains of psychological work: in education, organizations, psycho-social help.
Teaching methods	Ex-catedra lectures. Group discussion and student interaction. Seminars. Individual and group assignments.
Assessment methods	Written exam. Individual assignments. Individual seminars. Group assignments. Group presentation.

Learning outcomes

1. Differentiate between areas/specific characteristics with larger/smaller differences between men and women.
2. Critically evaluate research approaches focusing on gender differences.
3. Explain, compare and evaluate main theoretical approaches to explaining differences between men and women.
4. Critically evaluate and choose appropriate measurements to assess gender stereotypes and attitudes as well as gender role attitudes.
5. Explain the development and maintenance of gender roles and gender stereotypes. Assess the possibilities for reducing gender stereotypes.
6. Differentiate between psychological mechanisms used in the media to form the image of men and women.
7. Identify specific gender issues in education, family and at work with emphasis on practical implications for psychologists.
8. Create a workshop aimed at increasing gender sensitivity for laypeople/practicing professionals.

Content

1. Introduction to the course and student tasks and obligations. History of women's rights issues. Gender discrimination issues in Croatia.
2. Terminology.
3. Differences between men and women.

4. Different theoretical approaches to gender differences. Advantages and disadvantages of each theoretical approach.
5. Gender role socialization.
6. Sexual orientation and sexual identity. Position of LGB individuals in Croatia.
7. Gender stereotypes.
8. Methodology. Examples of measures and instruments.
9. Role of media in creating and maintaining gender roles and stereotypes. Psychological mechanisms underlying media influence.
10. Presenting group assignments focusing on different media influence on gender issues (informative shows; movies and TV shows; kids' shows; advertisements; video games; magazines).
11. Gender and sex in education. Unequal treatment of men and women in education.
12. Sex and gender in family. Unequal treatment of men and women in families. Division of work and concern for family members.
13. Sex and gender at work. Unequal treatment of men and women at work.
14. Implication of gender related issues for practicing psychologists. Presenting group assignments and a final discussion on gender sensitivity.
15. Strategies for reducing gender prejudice/discrimination - workshop presentation.

Psychology of sexuality

Name	Psychology of sexuality	
Organizational unit	Department of Psychology	
ECTS credits	5	
ID	131607	
Semesters	Winter	
Teachers	Tanja Jurin, PhD, Assistant Professor (primary)	
Hours	Lectures Practicum	30 30
Prerequisites	To enrol course it is necessary to pass course Clinical assessment of psychological disorders	
Goal	Acquiring competencies to understand the complexities of the field of psychology of human sexuality.	
Teaching methods	lectures, discussions, seminars, practical exercises	
Assessment methods	seminar presentation, teaching activity, knowledge exam result	

Learning outcomes

1. Define basic theories and models that contribute to the explanation of human sexuality.
2. Distinguish basic, but also modified approaches to understanding the cycle of sexual response.
3. Explain the similarities and differences in sexual behavior and experience and attitudes.
4. Critically analyze gender and age characteristics of sexual behavior and their changes through generations.
5. Discuss the differences in the notions of love and intimacy in sexuality.
6. List and understand risky sexual behaviors.
7. Describe and distinguish clinical pictures of quantitative and qualitative disorders of sexual drive.
8.

Content

1. Defining human sexuality
2. History, perspectives and research on sexuality
3. Biopsychosocial approach to sexuality
4. Sexual behaviors and sexual attitudes
5. The sexual response cycle: different models and characteristics
6. Sexuality, love, and intimacy
7. Development of sexuality from childhood to old age
8. Sexual orientation, transgender, transexual
9. Stigmatization of sexual minorities
10. The term normality in sexuality, the notion of sexual health, the preservation of sexual health
11. Sexual problems and disorders in women
12. Sexual problems and disorders in men
13. Risky and preventive sexual behaviors
14. Sexual disorders in mental and physical disorders and diseases
15. Characteristics of sexual problem counseling and treatment of sexual disorders

Psychology of trauma

Name	Psychology of trauma
Organizational unit	Department of Psychology
ECTS credits	4
ID	52609
Semesters	Summer
Teachers	Lidija Arambašić, PhD, Full Professor (primary)
Hours	Lectures 30 Seminar 15
Prerequisites	To enrol course it is necessary to pass course Introduction to clinical psychology
Goal	To acquaint students with basic knowledge about stressful and traumatic events, about losses and about mental states of stress, trauma and the grieving process. Explain the basic principles of providing support to people under stress, and traumatized and grieving people. Explain the methodological difficulties in conducting research in the field of traumatic psychology.
Teaching methods	Lectures, discussions, exercises
Assessment methods	Verification of knowledge, attitudes and beliefs in the field of traumatic psychology is conducted during classes through discussions and demonstration exercises.

Learning outcomes

1. Compare stressful and traumatic events and losses
2. Describe indicators of the mental state of stress, trauma and the grieving process
3. List the short-term and long-term consequences of stress, trauma and grief processes and ways to prevent and mitigate them
4. Explain the basic principles of providing support to people after stressful and traumatic events and after losses.
5. Explain methodological difficulties and ethical issues of research in the field of traumatic psychology
6. Recognize the need to care for professionals working with traumatized people

Content

1. Theoretical models of stress.
2. Types of stressful events and reactions to stressful events.
3. Traumatic events and trauma.
4. Traumatic and posttraumatic reactions.
5. Characteristics of different types of losses reaction to loss.
6. Theoretical approaches to the grieving process.
7. Goals, characteristics and outcomes of the grieving process. Duration of grief.
8. Factors influencing the grieving process.
9. Difficult or complicated grief.
10. Losses and the grieving process in childhood and adolescence.
11. Principles of providing support to people in a state of stress, trauma and during the grieving process
12. Prejudices and myths about providing support to traumatized people.
13. Basic elements of professional support.
14. Possible difficulties and dangers in providing support to traumatized people.
15. Specifics of conducting research in the field of traumatic psychology and ethical issues.

Psychometrics

Name	Psychometrics
Organizational unit	Department of Psychology
ECTS credits	5
ID	117745
Semesters	Winter
Teachers	Vesna Buško, PhD, Full Professor (primary) Damir Ljubotina, PhD, Full Professor (primary) Blaž Rebernjak, PhD, Assistant Professor
Hours	Lectures 30 Practicum 30
Prerequisites	None
Goal	The program offers a basis for acquiring the skills and knowledge for the application of psychometric theory in the development, validation and evaluation of psychodiagnostic instruments and their usage. After the completion of the subject, students are expected to be able to critically evaluate the utility of instruments intended for psychological research and practice, considering their metric quality derived under the existing test theories.
Teaching methods	Lectures - in classical and interactive form; Auditory, laboratory, and computer exercises; Students obligations also include group assignments, taking part in discussions, group or individual presentation, and homework on topics assigned on classes and exercises.
Assessment methods	Assessment is being done continually during the semester - through practical assignments within exercises, active participation of a student during lectures, written homework, written and/or oral colloquia, and exam after the completion of subject.

Learning outcomes

1. to explain fundamental concept and assumptions behind each of the major test theories;
2. to differentiate models behind the development and evaluation of measurement procedures;
3. to differentiate basic steps in the development of measurement procedures following the assumptions of classical test theory and item response theory;
4. to analyze factors potentially influencing validity of interpretation of test scores depending on the purpose and/or specific testing conditions;
5. to select adequate measurement instrument for a given purpose of testing;
6. critically evaluate available validity evidence on the utility of selected instruments in the specific testing circumstances;
7. to design and explain the procedure of testing administration and outcomes intended for a particular purpose.

Content

1. General model of the construction of composite tests and scales (classical test theory (CTT); theory of behavioral domain samples, item response theory, (IRT));
2. Steps in the composite test development; the analysis of metric quality of a test;
3. Item analysis and selection; item characteristics in comparison to the metric characteristics of composite tests;
4. Test structure and the characteristics of total test scores;
5. Introduction to the modern test theory - item response theory: basic assumptions and models;
6. Item response theory: parameter estimation, the concept of information within IRT;
7. Item response theory: test analysis and development; examples of IRT applications;

8. Comparisons of CTT and IRT
9. Models based on CTT: the models of parallel, tau-equivalent, and congeneric tests;
10. Generalizations of CTT in the context of latent variable models;
11. Latent state and trait theory (LST);
12. the analyses of specific sources of test score variability in the context of models based on CTT and LST;
13. demonstration of problems of biasness and fairness of test scores in the context of LST models;
14. Applications of testing: selection problem; test as a selection instrument;
15. Decision making theory; decision strategies in the selection procedures; regression model and the method of multiple cutoff scores.

Psychotherapy schools

Name	Psychotherapy schools
Organizational unit	Department of Psychology
ECTS credits	4
ID	117746
Semesters	Winter
Teachers	Anita Lauri Korajlija, PhD, Associate Professor (primary)
Hours	Lectures 30
Prerequisites	None
Goal	To introduce students with the general principles of psychotherapeutic and counseling activities and with the theoretical and practical foundations of the most important directions in psychotherapy and psychological counseling.
Teaching methods	Lectures
Assessment methods	Written exam

Learning outcomes

1. describe the principles of psychotherapeutic and counseling activities and the theoretical and practical basis of the most important directions in psychotherapy and psychological counseling
2. to distinguish therapeutic directions according to their founders and the most famous representatives, theories and models of personality that underlie them, explanations of the occurrence of mental disorders and according to the mechanisms of therapeutic action
3. recognize the qualities and shortcomings of certain therapeutic directions in the treatment of certain psychological difficulties
4. recognize how psychotherapeutic directions have affected each other

Content

1. general about clinical interventions
2. Psychoanalytic therapy
3. Existentialist therapy and client-centered therapy
4. Gestalt therapy
5. Transactional analysis
6. Reality therapy
7. Behaviour therapy
8. Cognitive-Behavioral therapy
9. Feminist therapy
10. Systemic family therapy
11. Integrative therapy
12. Prevention sciences
13. 10 basic questions and answers about psychotherapy
14. Comparison of psychotherapeutic directions
15. Therapeutic approaches in working with traumatized children

Quantitative test interpretation

Name	Quantitative test interpretation
Organizational unit	Department of Psychology
ECTS credits	6
ID	97279
Semesters	Winter
Teachers	Vesna Buško, PhD, Full Professor (primary) Una Mikac, PhD, Postdoctoral Researcher
Hours	Lectures 30 Exercise 15 Laboratory Exercise 15
Prerequisites	To enrol course it is necessary to pass course Introduction to test theory
Goal	Learning on fundamental psychometric issues, rationale behind the evaluation of the psychological test score quality; learning procedures of the assessment and quantification of metric quality of the results of psychological testing, principles of their evaluation and quantitative interpretation.
Teaching methods	Lectures - in classical ex catedra and an interactive form; Exercise - auditory, laboratory, and computer exercises; Students' obligations also include work on group assignments, group discussions and presentations, homework on topics assigned on classes and exercises.
Assessment methods	Assessment is being done continually during the semester - through practical assignments within exercises, active participation of a student during lectures, written homework, written and/or oral colloquia, and exam after the completion of subject.

Learning outcomes

1. After the completion of the subject students are expected to understand the problem of indirect measurement and differentiate related concepts of construct, variable, factor, and test score.
2. to define, explain, and compare basic psychometric characteristics of psychological measurement instruments
3. to understand the meaning of evaluation of the quality of psychological measurement
4. to apply the procedures for the assessment and quantification of metric characteristics of the results of psychological testing
5. to understand and explain the principles of evaluation and quantitative interpretation of psychological test scores
6. to apply statistical reasoning in the evaluation of empirical indices of the quality of test scores
7. to evaluate scientific findings in psychology and related disciplines in the context of available methods for the assessment of relevant hypothetical constructs
8. to select and apply appropriate computer programs and software to derive relevant quantitative indices of metric quality of the test scores

Content

1. Test score interpretation; relative and absolute score interpretations; evaluation of test score interpretations for the intended uses of a test; norm-related and criterion-related test score interpretation;
2. relations among psychometric characteristics; rater reliability; quantification; determinants, objectivity of different types of psychological tests;
3. test score discrimination (introduction to the theory of test discrimination); definition, quantification, determinants, indices, relations to indicators of other metric characteristics of psychological tests.
4. validity of results of psychological measurement; general validity theory; definition, quantification, relations to other psychometric features;

5. Types and sources of validity evidence; assessment and quantification of validity depending on metric quality and dimensionality of predictor and criterion variables;
6. Formal models for the validity assessment - regression model;
7. Criterion validity: bivariate case (rationale, regression equation; characteristic of variables in bivariate regression);
8. Criterion validity: multivariate case (psychometric interpretation of multiple correlation, regression coefficients and partial/semipartial correlations, evaluation of multiple regression equation);
9. Inferential statistics of regression parameters; the issue of biasness of multiple correlation coefficient; cross-validation;
10. estimates of the magnitude of the criterion validity coefficient depending on quality of validation samples (the effects of homogenization and heterogeniety of samples)
11. Classification problem; psychological profile analysis: definition, rationale, formal characteristics, comparisons, usage, validity indices based on profile analysis
12. Formal models for the validity assessment - factor model; rationale, purpose, definition, application;
13. construct validity: apriori and empirical methods for validity assessment, multifactor model of the raw test score structore;
14. Factor analysis (FA); multifactor problem; basic problems in FA; fundamental factor theorem;
15. methods for determining the number of latent factors; factor solution interpretation; methodological assumptions and requirements for the adequate usage of FA.

Selecting and developing employees

Name	Selecting and developing employees
Organizational unit	Department of Psychology
ECTS credits	7
ID	124470
Semesters	Summer
Teachers	Maja Parmač Kovačić, PhD, Assistant Professor (primary) Antun Palanović Mitja Ružojčić, PhD, Postdoctoral Researcher Nikola Erceg, Assistant
Hours	Lectures 30 Practicum 45
Prerequisites	None
Goal	To train students for professional work in the selection, training and evaluation of staff in work organizations
Teaching methods	Lecture, methodical and practicum exercises, field work, independent project tasks
Assessment methods	Class attendance, project assignments, final knowledge test, written exam, oral exam.

Learning outcomes

1. • conduct a job analysis
2. • critically evaluate the advantages and disadvantages of different selection methods
3. • be able to plan and implement a selection program in accordance with the ethical principles of the profession
4. • apply the basic principles of professional training
5. • select an appropriate methodology for assessing educational needs
6. • develop an appropriate training program
7. • Evaluate training programs at different levels
8. • develop and apply different performance appraisal procedures

Content

1. Selection and training: complementary approaches to adapting people to their jobs. Historical development.
2. Recapitulation: abilities, personality traits, interests.
3. Work and related concepts of organizational structure. Job analysis methods.
4. Criteria domain: performance, models and measures.
5. Recruitment, pre-selection and selection. Selection methods 1: psychological tests, performance characteristics and recommendations
6. Selection methods 2: access questionnaires, interview, work trial, situational judgment tests, judgment centers.
   Advantages and disadvantages of certain methods.
7. Validation of selection programs.
8. Validity of predictors for different occupations: possibility of generalization of validity and added validity.
9.
10. Selection decision making strategies. Legal and ethical aspects of selection decisions.
11. Identifying educational needs and developing training programs. Training methods and techniques.

12. Evaluation of educational programs. Training and organizational performance.
13. Performance appraisal: goals and methods.
14. Sources of estimation errors and ways to reduce them. Workers' reactions to information about estimates obtained.
15. Selection, training and development of staff in the human resources management system.

Self-concept and self-presentation

Name	Self-concept and self-presentation
Organizational unit	Department of Psychology
ECTS credits	4
ID	95304
Semesters	Winter
Teachers	Margareta Jelić, PhD, Associate Professor (primary)
Hours	Lectures 30 Seminar 15
Prerequisites	To enrol course it is necessary to pass course Social perception and attitudes
Goal	Mastering the basic theoretical perspectives and empirical findings related to the self and ways of self-presentation. Understanding the factors that affect self-concept and how it is related to behavior in different situations and with different people. Expanding the repertoire of self-presentation strategies.
Teaching methods	Lectures, seminars, individual assignments
Assessment methods	The knowledge test is conducted during classes through various individual and group tasks and a written exam after completing the course. The final grade is formed on the basis of a written exam, seminar paper and assignments that the student should submit during the semester.

Learning outcomes

1. Students will be able to state theoretical perspectives in the field of self and explain their basic assumptions.
2. Students will be able to explain self-presentation strategies and identify them by example, and connect each strategy with the goal to be achieved.
3. Students will be able to explain how self-esteem is related to behavior in different situations.
4. Students will be able to choose adequate self-esteem measures given their strengths and weaknesses and the goal of the research.
5. Students will be able to critically judge the methods used in self-esteem and self-perception research.

Content

1. Self: Definition of self; similarities and differences from related constructs.
2. Developmental and socialization differences in the content of self-concept.
3. Self in a broader social context. Sources of self-knowledge.
4. Structure of self: Traditional division of self: cognitive, affective and active self. (Descriptive, evaluative, and motivational aspects of self.)
5. Cognitive self: Self-schema. Self-awareness and self-esteem. Differentiation and integration of self-concept.
6. Self-esteem: The structure and level of self-esteem.
7. Explicit and implicit self-esteem
8. New constructs in the field of self-perception. Narcissism. Self-compassion. Fear management theory.
9. Basic self-motives: self-assessment, self-enhancement and self-verification.
10. Self-enhancing biases, the above-average effect, unrealistic optimism, defensive pessimism, false consensus. Self-regulation.
11. Self-presentation: Self-concept and interpersonal behavior. Self-monitoring. Private and public self-awareness.
12. Individual differences in self-awareness and self-presentation abilities. Self-presentation and personality traits.
13. Self-presentation strategies with regard to the desired goal. Self-handicapping. Theory of strategic self-presentation.
14. Self-presentation and social networks.

15. seminars

Social identity and intergroup relations

Name	Social identity and intergroup relations	
Organizational unit	Department of Psychology	
ECTS credits	6	
ID	117747	
Semesters	Winter	
Teachers	Dinka Čorkalo Biruški, PhD, Full Professor (primary) Iva Kapović, Assistant	
Hours	Lectures Seminar Practicum	30 15 15
Prerequisites	None	
Goal	Gaining knowledge about the processes underlying development of social identities and intergroup relations; introducing major theories of social identity and categorization processes, development of intergroup conflicts and their mitigation.	
Teaching methods	Lectures, seminars, exercises, independent project tasks, mixed e-learning	
Assessment methods	Participation in the class 5 %, individual mid-term paper 5%, two project tasks 15%, two colloquia (mid-term exams) or written exam with a possibility of oral exam 75%.	

Learning outcomes

1. Describing socialization processes in formation of social roles and social identity.
2. Comparing causes of stereotype and prejudice development, connecting those concepts with everyday social situations and experiences.
3. Describing development and role of social identity and related social processes within and between groups.
4. Analyzing factors and theories of intergroup conflict development. Comparing patterns of conflict development and conflict mitigation.
5. Connecting group belonging and related personal experiences.
6. Creating new ideas about possibilities for community intergroup reconciliation.

Content

1. Culture and intergroup behavior. Acculturation processes and factors influencing them. Culture and values. Individualism and collectivism, individualistic and collectivist societies and cultures.
2. Social norms, social roles and social power, social identity. Gender roles and gender similarities and differences. Evolutionary approach and sociopsychological theories of gender differences.
3. Intergroup perception, social categorization, perception of ingroup and outgroup, group bias. Theories of stereotype development and preservation.
4. Social identity approach: social identity theory and social categorization theory.
5. Ethnic and national identity. Ethnocentrism and nationalism. Patriotism and other forms of attachment to large groups.
6. Prejudice and discrimination. Traditional and modern forms of prejudice. Causes of prejudices; social, motivational and cognitive factors. Prejudice and everyday life: use of language and group-based jokes.
7. Prejudices and authoritarianism. Classical approach to authoritarianism, right-wing authoritarianism. Socialization of prejudice and discrimination. Comparing prejudice and discrimination.
8. Intergroup conflict: development, mitigation and resolution. Propaganda as a form of preparing and maintaining the conflict. Intractable conflict and genocide.
9. Theories of conflict. Frustration-agression theory, classical approach and contemporary advancement. Relative deprivation theory.
10. Social protests and social action. Theoretical explanations and models of participation.

11. Realistic conflict theory and Robbers Cave experiment. Social learning and intergroup conflict. Game theory and intergroup conflict.
12. Theories of conflict: intergroup threat theory. Intergroup emotions and their role in conflict.
13. Strategies for conflict resolution: contact hypothesis - classical approach and contemporary advancement.
14. Strategies for conflict resolution: negotiation, mediation and arbitration.
15. Intergroup reconciliation and social reconstruction of communities after conflict.

Social perception and attitudes

Name	Social perception and attitudes
Organizational unit	Department of Psychology
ECTS credits	6
ID	51233
Semesters	Summer
Teachers	Željka Kamenov, PhD, Full Professor (primary) Jasmina Mehulić, Assistant
Hours	Lectures 30 Seminar 15 Practicum 15
Prerequisites	To enrol course it is necessary to pass course Practicum in psychology II
Goal	Students will be able to define the domain of social psychology and to distinguish it from other areas of psychology and other social sciences. They will learn the importance of understanding subjective interpretations of one's social world and the effect these subjective interpretations have on behavior. Students will be able to understand how people form impressions of others and why those impressions are sometimes biased. Students will become familiar with the most important theories and empirical findings regarding attitudes and how they change. They will be able to choose and apply relevant measuring techniques.
Teaching methods	Ex-catedra lectures. Group discussion and student interaction. Seminars. Practical work. Individual and group assignments. Individual and group presentations. Collaborative learning.
Assessment methods	Written and oral exams. Individual and group assignments.

Learning outcomes

1. Students will be able to define the domain of social psychology and to distinguish it from other areas of psychology and other social sciences.
2. Critically evaluating scientific findings and research in the area of social psychology.
3. Explain and compare different sources of self-knowledge and illustrate different impression management techniques.
4. Students will be able to understand how people form impressions of others and why those impressions are sometimes biased.
5. Differentiate between different attitude measurement methods and techniques and understand their pros and cons.
6. Students will be able to construct and apply relevant attitude measures.
7. Students will become familiar with the most important theories and empirical findings regarding attitudes and how they change, as well as to explain the interaction of attitudes and behaviors.
8. Individually create a persuasive message.

Content

1. Introduction to social psychology. Methodology in social psychological research.
2. Self-concept. Self-awareness and self-consciousness. Sources of self-knowledge.
3. Self-esteem. Impression management and self-monitoring.

4. Self-presentation. Primacy effect.
5. Impression formation. Implicit personality theories. Self-fulfilling prophecy.
6. Basics of attribution theory. Kelley's covariation model.
7. Attribution bias.
8. Attitudes - definitions, structure. Consistency theories - balance theory, congruency theory, theory of cognitive dissonance.
9. Methods and techniques for measuring attitudes.
10. Comparing different attitude measures.
11. Thurstone and Likert scale construction.
12. Dissonance reduction.
13. Persuasive communication.
14. Attitude inoculation. Theory of psychological reactance.
15. Interaction of attitudes and behavior.

Statistics in psychology I

Name	Statistics in psychology I
Organizational unit	Department of Psychology
ECTS credits	6
ID	35827
Semesters	Winter
Teachers	Dragutin Ivanec, PhD, Full Professor (primary) Denis Vlašiček, Assistant Francesca Dumančić, Assistant Ivan Tomić, PhD
Hours	Lectures 30 Exercise 30
Prerequisites	None
Goal	Students will be able to explain the fundamental logic of the statistical approach in psychological research; select and use adequate statistical procedures in the process of statistical analysis of results from the domain of descriptive statistics. Students will be able to choose an adequate statistical procedure when testing the null hypothesis in cases with two samples, and make correctly interpretation of the such obtained statistical analysis. The aim is to be able to differentiate the conditions for selecting adequate statistical procedures according to the type of collected data.
Teaching methods	Lecture and practical work.
Assessment methods	During semester two colloquia will be held, the results of which will form an integral part of the final assessment. At the end of the semester, a knowledge test is conducted with a written exam and, if necessary, an oral exam. Two Colloquia share proportion of 50% in the total grade, the same as written exam.

Learning outcomes

1. Describing statistical approach in psychology research.
2. Choosing appropriate measures of central tendency of data.
3. To explain the source of data variability in psychological measurement and ability to choose appropriate index of variability.
4. To calculate and interpret the data of measurement on standardized scales.
5. Graphically presenting observed data.
6. To explain base logic of nul-hypothesis testing.
7. Using t-test in testing difference between two means.
8. Adequate using chi-square test in nul-hypothesis testing.

Content

1. Statistics methods in psychology research and professional work.
2. Comparison and relation between statistical and clinical approach in psychology.
3. Basic terms on general linear model in statistical reasoning.
4. Central tendency in observed data.
5. Mean, median, mod.
6. Measures of data variability.
7. Rules of graphic data display.
8. z-scores, percentiles
9. Normal distribution and its characteristics.
10. Relation between sample and population. Confidence inference on parameter interval.
11. Statistical nul-hypotesis.
12. t-test for testing nul-hypothesis.

13. Using chi-square test in testing difference in data distribution.
14. Relation chi-square test and t-test.
15. Test for distribution normality. Data transformation for achieving normality of distribution.

Statistics in psychology II

Name	Statistics in psychology II
Organizational unit	Department of Psychology
ECTS credits	6
ID	35830
Semesters	Summer
Teachers	Dragutin Ivanec, PhD, Full Professor (primary) Denis Vlašiček, Assistant Francesca Dumančić, Assistant Ivan Tomić, PhD
Hours	Lectures 30 Exercise 30
Prerequisites	To enrol course it is necessary to pass course Statistics in psychology I
Goal	Students is will be able to explain the purpose of calculating the correlation between variables in psychological research and the background of having a large number of correlation coefficients. Students will be able to calculate and interpret outcome of different correlation analysis. They will be able to explain the logic of analysis of variance and recognize the conditions for the application of an adequate model of analysis of variance, conduct statistical procedure and adequately interpret obtained statistical outcome for ANOVA models. They will be able to explain the purpose of the existence of non-parametric statistical procedures, and be able to apply them adequately in statistical analysis and to interpret the obtained results accordingly.
Teaching methods	Lecture and practical work.
Assessment methods	During semester two colloquia will be held, the results of which will form an integral part of the assessment. At the end of the semester, a knowledge test is conducted with a written exam and, if necessary, an oral exam. Two Colloquia share proportion of 50% in the total grade, the same as written exam.

Learning outcomes

1. Using bivariate correlation coefficient in linear prediction.
2. Logic of ANOVA models in nul-hypothesis testing.
3. Calculation and interpretation outcome in ANOVA models.
4. Indicate underlying assumptions in using parametric and nonparametric statistical tests.
5. Analysis and adequate interpretation in using nonparametric statistical tests.
6. To explain logic of correlation. To explain a necessity for existence of a large number of correlation coefficients.
7. Selection, calculation and interpretation of correlation coefficients.

Content

1. Covariation between variables.
2. Correlation coefficients: Pearson r; Spearman rho, Serial correlation, non-linear correlation.
3. Coefficients of correlations for categorical variables (Fi-coefficient, Cramer V, Contingency coefficient)
4. Prediction based on correlation.
5. Partial correlation.
6. Multiple correlation.
7. One-way analysis of variance for independent samples.
8. One-way analysis of variance for repeated measures.
9. Factorial analysis of variance.
10. Size effect and post-hoc tests in ANOVA models.
11. Nonparametric statistical tests in nul-hypothesis testing.

12. Median test. Rank order tests for two independent samples.
13. Kruskal-Wallis test. Sign test.
14. Kruskal-Wallis test
15. Friedman test.

Structural equation modeling

Name	Structural equation modeling
Organizational unit	Department of Psychology
ECTS credits	5
ID	184949
Semesters	Winter
Teachers	Vesna Buško, PhD, Full Professor (primary)
Hours	Lectures 30 Practicum 30
Prerequisites	None
Goal	To learn the logic, basics and main procedures involved in the structural equation modeling methodology; to learn basic principles of application of the methodology and the skills for usage of software for the structural equation analyses.
Teaching methods	Lectures - predominantly performed in an interactive and, to a lesser extent, in a classical form; Auditory and computer-based exercises along with practical demonstrations of empirical examples; Students obligations include individual work on data analyses and testing structural equation models; group discussions and presentations of outcomes/interpretations of data analyses; explanations of parameters and statistical coefficients.
Assessment methods	Students' achievements has been assessed continually during the semester - through work on assignments and data analyses as well as by final written exam or an empirical work prepared in a form of professional or scientific paper after completion of the subject.

Learning outcomes

1. to define fundamental approaches and strategies in structural equation modeling methodology
2. to understand presentations of the results of the analyses of structural equation models in published psychological research
3. to be able to specify and perform tests of measurement and structural models on a set of empirical data and to evaluate the outcomes of own analyses
4. critically assess the adequacy of implementation and interpretation of the results of the structural equation analyses in published papers
5. to evaluate the adequacy of choice of particular modeling strategy in selected practical examples

Content

1. Fundamental concepts, mathematical and logical definitions in the area of structural equation modeling;
2. Basic aspects of structural equation modeling methodology, rationale and specificities compared to other multivariate techniques;
3. Characteristics of structural equation modeling methodology: Theoretical, statistical and mathematical aspects;
4. Basic logic of the analyses and the nature of inferences;
5. Main strategies/approaches to the analyses of structural equation models;
6. Types of alternative models; the concept of nested models; examples: path analysis, confirmatory factor models;
7. Equivalent models: the problem and possible solutions
8. Terminology in structural equation analyses: symbolic and graphical notation;
9. General model of linear structural equations: measurement and structural model;
10. Main types of variables in structural equation analyses

11. Steps in latent variable analyses
12. Model specification; identification of model and parameters
13. Methods for the estimation of model and parameters; Evaluation of model fit, comparison with empirical data; types of indices and specific meanings
14. Areas of application; examples: path analysis with manifest variables; CTT models, LST theory models, latent change models, multigroup models; modeling of mediation and moderation effects
15. Methodological issues and limitations in the applications of structural equation analyses

Summer school of psychology

Name	Summer school of psychology
Organizational unit	Department of Psychology
ECTS credits	5
ID	198863
Semesters	Summer
Teachers	Ivana Hromatko, PhD, Associate Professor (primary) Meri Tadinac, PhD, Full Professor Una Mikac, PhD, Postdoctoral Researcher
Hours	Seminar 30 Field exercises 45
Prerequisites	None
Goal	Students will gain experience in designing and implementing a research project through collaborative learning and teamwork with colleagues and teachers
Teaching methods	Field work
Assessment methods	None

Learning outcomes

1. Investigate and discuss current knowledge in the field of psychology that summer school deals with
2. Effectively communicate to the public the importance of the topic and the implementation of research in order to raise funds and apply the knowledge gained in practice
3. Integrate knowledge gained through research and teamwork for the purpose of their own professional development
4. Collaborately interpret and present research findings
5. Apply complex procedures for processing the collected data
6. Conduct empirical research in accordance with the ethical standards of the profession
7. Apply relevant methodology and select or construct research instruments in the field
8. Through teamwork, select socially relevant research problems and collaboratively create relevant research

Content

1. bihevioral immune system
2. pandemic
3. love life during pandemic
4. sex life during pandemic
5. mating strategies
6. disgust
7. formulation of hypotheses
8. online surveys
9. data collection
10. creating questionnaires
11. data analysis
12. team work
13. seeking sponsors
14. transport organization
15. organization of accommodation

Technology and sustainable development

Name	Technology and sustainable development
Organizational unit	Department of Psychology
ECTS credits	3
ID	36858
Semesters	Winter, summer
Teachers	Damir Ljubotina, PhD, Full Professor (primary) Robert Faber, M.Sc., Professional Associate
Hours	Lectures 30
Prerequisites	None

Goal

Teaching methods

Assessment methods

Learning outcomes

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Theory and practice of vocational guidance

Name	Theory and practice of vocational guidance	
Organizational unit	Department of Psychology	
ECTS credits	4	
ID	142704	
Semesters	Winter	
Teachers	Maja Parmač Kovačić, PhD, Assistant Professor (primary)	
Hours	Lectures Practicum	30 15
Prerequisites	None	
Goal	Introduce students to theories and methods of vocational guidance and train them for initial work in the field of vocational guidance.	
Teaching methods	Lecture, methodical and practicum exercises, field work, independent project tasks	
Assessment methods	Class attendance, project assignments, final knowledge test, written exam, oral exam.	

Learning outcomes

1. Define the area of career guidance and career development
2. Assess the individual characteristics of the individual that influence the choice of occupation
3. Critically evaluate the main theories and methods of career guidance
4. Independently design and implement a career guidance procedure

Content

1. Determination of vocational guidance
2. Historical overview of the development of the area.
3. Differential theories (Theory of adaptation to work, Holland's theory of occupation choice, Prediger's factor model of interest, Myer-Briggs typological theory)
4. Developmental theories (Super's theory of professional development, Career construction theory)
5. Sociological theories (Theory of limitations and compromises)
6. Sociological theories (Socio-cognitive career theory, Krumboltz theory of social learning)
7. Professional informing: definition and methods of professional informing
8. Professional informing: getting to know the world of work
9.
10. Professional counseling: getting to know the characteristics of an individual
11. Vocational guidance in the Croatian Employment Service
12. Career guidance in Croatia: a review of new research
13. Active job search: writing an application
14. Active job search: writing a resume
15. Professional guidance on real examples

Use of computers in data analysis

Name	Use of computers in data analysis
Organizational unit	Department of Psychology
ECTS credits	5
ID	131594
Semesters	Winter
Teachers	Blaž Rebernjak, PhD, Assistant Professor (primary)
Hours	Lectures 15 Practicum 45
Prerequisites	To enrol course it is necessary to pass course Statistics in psychology II

Goal

Teaching methods

Assessment methods

Learning outcomes

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