JACOBS UNIVERSITY

Study Program Handbook

Psychology

Bachelor of Arts

Subject-specific Examination Regulations for Psychology (Fachspezifische Prüfungsordnung)

The subject-specific examination regulations for Psychology are defined by this program handbook and are valid only in combination with the General Examination Regulations for Undergraduate degree programs (General Examination Regulations = Rahmenprüfungsordnung). This handbook also contains the program-specific Mandatory Module and Examination Plans (Appendix 1a / 1b).

Upon graduation students in this program will receive a Bachelor of Arts (BA) degree with a scope of 180 ECTS (for specifics see chapter 3 of this handbook).

Version	Valid as of	Decision	Details
Fall 2016 - V1	01.09.16	AB August 2016	Master Version
Fall 2016 - V2	01.09.17	AB August 2017	2.2 revised, 2.5 added
Fall 2016 - V3	01.09.18	Academic Senate August 29, 2018	Figure 3 updated

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1 The Psychology Study Program

1.1 Concept

Psychology is concerned with the study of the human mind, behavior, and experience. Accordingly, our program deals with how people perceive the environment, themselves and others, how they learn, remember, think, decide and feel. It focuses on the theoretical understanding and empirical investigation of the mind and behavior, as well as applications in a variety of settings. We consider not only psychological processes but also biological, social, and cultural processes. We particularly focus on diversity, with respect to relationships between individuals as well as the composition of groups and, more broadly, society in a globalized, and further globalizing, world. In addition to psychological content, the program includes also training in analytical skills and research methods as well as a range of applied (interpersonal and intercultural) skills.

1.2 Specific Advantages of the Psychology Program at Jacobs University

In the last century, many different sub-disciplines of psychology have appeared, with ever growing specialization within these. The largest professional association in psychology in the world lists over 50 divisions, from behavioral neuroscience and cognitive science to international psychology! The Psychology program at Jacobs not only provides a solid foundation in important areas of psychology, but also counters the fractions within psychology by underscoring the importance of the bigger picture. The core framework of the Jacobs BA in Psychology is a multi-level approach that covers biological constraints and an understanding of neuroscience as well as individual mental processes such as perception and memory, and how these processes are shaped by the social and cultural context. In addition to analyzing these different levels separately, we also explore how they relate to one another. Naturally, this framework touches on other disciplines: the natural sciences (biology, biochemistry) as well as the social sciences (sociology, political science). Using this multi-layered and connected approach, the BA program in Psychology at Jacobs focuses specifically on diversity and its inherent possibilities of cooperation and conflict, between individuals as well as within and between groups, organizations, and societies.

1.3 Program-Specific Qualification Aims

A BA in Psychology at Jacobs provides you with a solid background in psychological knowledge, research skills, as well as important psychological skills: It shapes critical thinking, mediates judging and deciding in the light of empirical evidence, and fosters competences in interpersonal relationships. In addition, you will acquire competences to apply your knowledge and skills to practical challenges such as those connected to diversity.

1.4 The Jacobs University Employability and Personal Development Concept

Jacobs University's educational concept aims at fostering employability which refers to skills, capacities, and competencies which transcend disciplinary knowledge and allow graduates to

quickly adapt to professional contexts. Jacobs University defines employability as encompassing not just technical skills and understanding but also personal attributes and qualities enabling students to become responsible members of their professional and academic fields as well as of the societies they live in.

Graduates of JU will be equipped with the ability to find employment and to pursue a successful professional career, which means that

- graduates possess the ability to acquire knowledge rapidly, to assess information and to evaluate new concepts critically;
- graduates have communicative competences which allow them to present themselves and their ideas and to negotiate successfully;
- graduates are familiar with business-related processes and management skills and are able to manage projects efficiently and independently.

Graduates of JU will also be equipped with a foundation to become globally responsible citizens, which includes the following attributes and qualities:

- graduates have gained intercultural competence; they are aware of intercultural differences and possess skills to deal with intercultural challenges; they are familiar with the concept of tolerance;
- graduates can apply problem-solving skills in negotiating and mediating between different points of view;
- graduates can rely on basic civic knowledge and have an understanding for ethical reasoning; students are familiar with the requirements for taking on responsibility.

1.5 Career Options

On successful completion of the BA in Psychology at Jacobs, you will be a strong candidate for junior positions in jobs that require skills in problem analysis, human interaction, presentation, and communication. This opens up career opportunities in fields such as intercultural relations, diversity management, human resources, information and media, sales and advertising, and applied research in companies, public institutions, and non-governmental organizations. You will also be well prepared for continuing with a general Masters program in psychology and related fields as well as specialized programs in psychology or beyond, as well as integrated Master-PhD-Programs focusing on research.

1.6 More Information and Contact

For more information please contact the study program coordinator:

Dr. Song Yan
Professor of Psychology
Email: s.yan@jacobs-university.de
Telephone: +49 421 200-3423

or visit our program website: http://www.jacobs-university.de/psych

2 The Curricular Structure

2.1 General

The undergraduate education at Jacobs University equips students with the key qualifications necessary for a successful academic, as well as professional career. By combining disciplinary depth and transdisciplinary breadth, supplemented by skills education and extracurricular elements, students are prepared to be responsible and successful citizens within the societies they work and live in.

The curricular structure provides multiple elements enhancing employability, transdisciplinarity, and internationality. The unique Jacobs Track, offered across all study programs, provides a broad range of tailor-made courses designed to foster career competencies. These include courses which promote communication, technology, business, (German) language, and management skills. The World Track, included in the third year of study, provides extended company internships or study abroad options. Thus students gain training on the job and intercultural experiences. All undergraduate programs at Jacobs University are based on a coherently modularized structure, which provides students with a broad and flexible choice of study plans to meet their major as well as minor study interests.

The policies and procedures regulating undergraduate study programs at Jacobs University in general can be found on the website.

2.2 The Jacobs University 3C-Model

Jacobs University offers study programs according to the regulations of the European Higher Education Area. All study programs are structured along the European Credit Transfer System (ECTS), which facilitates credit transfer between academic institutions. The three-year undergraduate program involves six semesters of study with a total of 180 ECTS credits. The curricular structure follows an innovative and student-centered modularization scheme - the 3C-Model - which groups the disciplinary content of the three study years according to overarching themes:

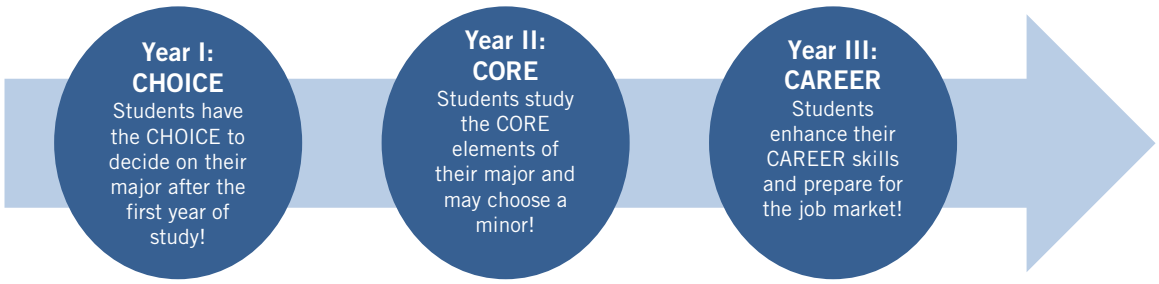


Figure 1: The Jacobs University 3C-Model

2.2.1 YEAR 1 - CHOICE

The first study year is characterized by a broad offer in disciplinary and interdisciplinary education. Students select three CHOICE modules from a variety of study programs. As a unique asset, our curricula allow students to select their study program freely from among the three selected CHOICE modules during their first year of study.

2.2.2 YEAR 2 - CORE

In the second year, students take three in-depth, discipline-specific CORE modules. One CORE module can also be taken from a second, complementary discipline, which allows students to incorporate a minor study track into their undergraduate education. Students will generally qualify for a minor if they have successfully taken at least one CHOICE module and one CORE module in a second field, and this extra qualification will be highlighted in the transcript.

2.2.3 YEAR 3 - CAREER

During their third year, students must decide on their career after graduation. In order to facilitate this decision, the fifth semester introduces two separate tracks. By default students are registered for the World Track.

1. **The World Track**
   In this track there are two mandatory elective options:
   - **Internship**
     The internship program is a core element of Jacobs Universitys employability approach. It includes a mandatory semester-long internship off-campus (minimum 16 weeks in full-time) which provides insight into the labor market as well as practical work experience related to the respective area of study. Successful internships may initiate career opportunities for students. For more information, please contact the Career Services Center
     (http://www.jacobs- university.de/career-services/contact).
   - **Study Abroad**
     Students can take the opportunity to study abroad at one of our partner universities. Several exchange programs allow you to be directly enrolled at prestigious partner institutions worldwide. Jacobs Universitys participation in Erasmus+, the European Unions exchange program, provides an exchange semester at a number of European universities including Erasmus study abroad funding. For more information, please contact the International Office (http://intoffice.user.jacobs-university.de/outgoing/).
2. **The Campus Track**
   Alternatively, students may also opt to follow the Campus Track by continuing their undergraduate education at Jacobs, namely by selecting an additional CORE module during their third year and redistributing the remaining courses and modules across the third year. This opportunity can be used by students to more intensively focus on their major or to fulfill the minor requirements for a second field of interest.

In the sixth semester, all students select from a range of specialization courses within their study program and concentrate on their Bachelor thesis in the context of a Project/Thesis Module.

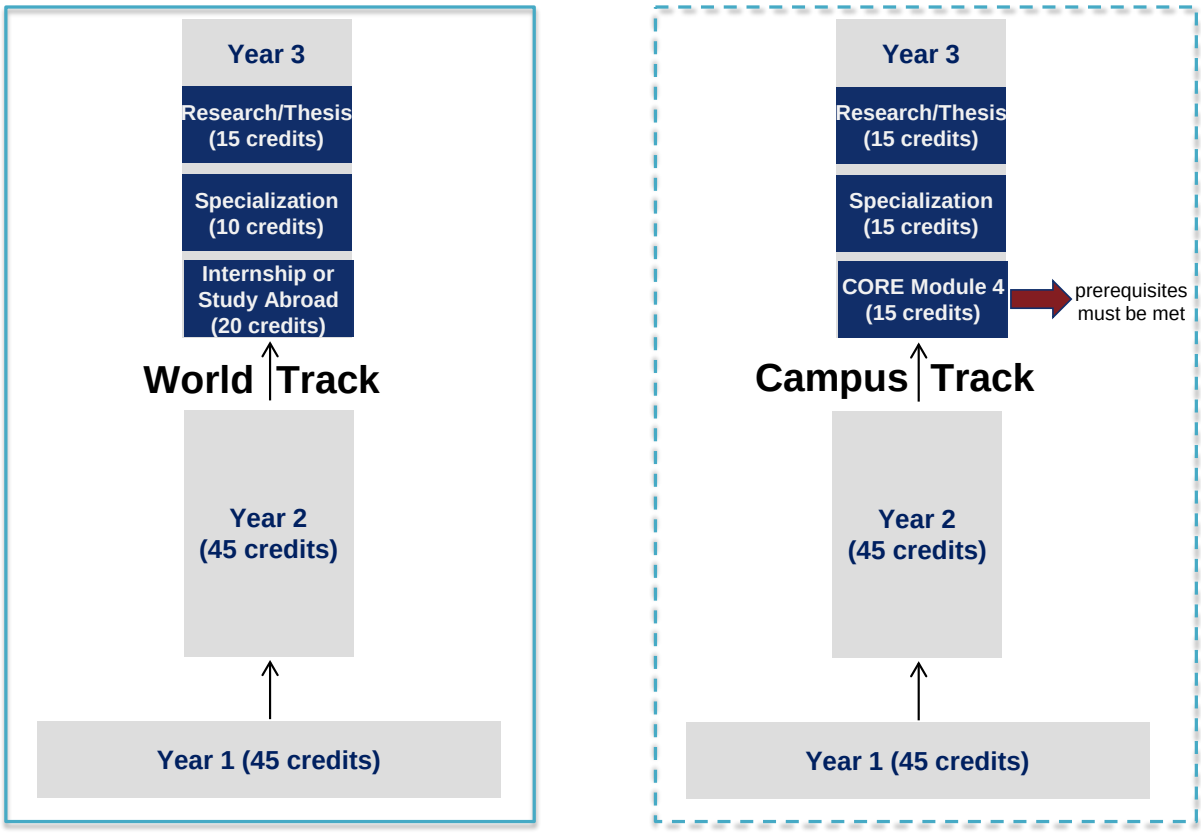


Figure 2: World Track versus Campus Track

Career Skills

Throughout their studies all students attend a mandatory set of career skills courses and events.

The mandatory Career Skills module prepares all undergraduate students at Jacobs University for the transition from student life to working life as well as for their future career. Skills, knowledge and information which are fundamental for participation in an internship or a semester abroad will be conveyed concurrently. Essential components of the module include information sessions, compulsory seminars on various career-relevant topics as well as participation in the annual Jacobs Career Fair.

The successful completion of the Career Skills Module and the encompassed single seminars are graded with Pass/Fail for all students. ECTS credits are not awarded. All undergraduate students will be automatically registered for the Career Skills Module. However, every student has to keep track of his/her individual fulfillment of requirements and has to register on Campusnet for all seminars and sessions during the official registration period at the beginning of each semester. An overview of the sequence in which components should be completed is shown in the table below:

CAREER SKILLS MODULE For Undergraduate Students matriculated Fall 2015 and Fall 2016

SEMESTER	1	2	3	4	5	6
MANDATORY BASICS	CSC-INFO Session: "CSC Services" CA01-990000		CSC-INFO Session: "World Track" CA01-990026			
MANDATORY SEMINARS	Both seminars have to be attended in your first or second semester: CSC-APPLICATION TRAINING CA01-990001 CSC-RESEARCHING & CONTACTING EMPLOYERS CA01-990004					
MANDATORY ELECTIVE SEMINARS (seminar program subject to availability)			Attend 2 out of several career skills seminars and workshops. i.e. ▪ Business Etiquette ▪ Presentation Skills ▪ Communication Skills ▪ Grad School Application Training ▪ Self-Management ▪ Time-Management ▪ Decision Making ▪ Preparing for an Interview ▪ Introduction to Project Management			
OTHER MANDATORY COMPONENTS				CSC-JACOBS CAREER FAIR in February, on campus CA01-990003	INTERNSHIP or STUDY ABROAD or CAMPUS TRACK	INTERNSHIP & STUDY ABROAD EVENT Online CSC-CAREER SURVEY CA01-990002

Figure 3: The Career Skills Module

2.3 The Jacobs Track

The Jacobs Track, another stand-alone feature of Jacobs University, runs parallel to the disciplinary CHOICE, CORE, and CAREER modules across all study years and is an integral part of all study programs. It reflects our commitment to an in-depth methodological education, it fosters our transdisciplinary approach, it enhances employability, and equips students with extra skills desirable in your general field of study. Additionally, it integrates essential language courses.

Mathematics, statistics, and other methods courses are offered to all students within a comprehensive Methods Module. This module provides students with general foundations and transferable techniques which are invaluable to follow the study content not only in the study program itself but also in related fields.

The Skills Module equips students with general academic skills which are indispensable for their chosen area of study. These could be, for example, programming, data handling, presentation skills, and academic writing, scientific and experimental skills.

The transdisciplinary Triangle Module offers courses with a focus on at least one of the areas of business, technology and innovation, and societal context. The offerings comprise essential knowledge of these fields for students from other majors as well as problem-based courses that tackle global challenges from different disciplinary backgrounds. Working together with students from different disciplines and cultural backgrounds in these courses broadens the students horizon by crossing the boundaries of traditional disciplines.

Foreign languages are integrated within the Language Module. Communicative skills and foreign language competence foster students intercultural awareness and enhance their employability in a globalized and interconnected world. Jacobs University supports its students in acquiring and improving these skills by offering a variety of language courses at all proficiency levels. Emphasis is put on fostering German language skills, as they are an important prerequisite for students to learn about, explore, and eventually integrate into their host country. Hence, acquiring 10 ECTS credits in German is a requirement for all students. Students who meet the requirements of the German proficiency level (e.g. native speakers) are required to select courses in any other language program offered.

2.4 Modularization of the Psychology Program

2.4.1 Content

Year 1
Take the mandatory module listed below and select two further CHOICE modules from those offered for all other study programs.

Introduction to Psychology (CH16-IntroPysch)
This module is a broad introduction to the field of psychology including: sensation, perception, and attention; learning and memory; intelligence, language, and cognition; emotion and motivation; development, personality, and social behavior. The module also teaches the research methods used by psychologists across these areas to study the origins and variations in human behavior including experimental design, psychophysics, and the rational of neuro-scientific methods. This module provides the foundation for higher-level modules in Biology, Brain, and Cognition; Humans in Social Context; and Applied Psychology.

Year 2
Take all three modules or replace one with a CORE module from a different study program.

Biology, Brain and Cognition (CO40-BioBrainCog)
The module provides an introduction to what is known about the link between the brain, cognitive processes and behavior. Starting from the organization of the neural systems and the neuroanatomy of the brain, the module focuses on the neurobiological bases of cognitive processing in the areas of perception, motor control, attention, emotion, memory, learning, language etc. What is the social brain? How is the brain involved in making decisions? What is neuro-economics? What do drugs do to the brain and how do they alter behavior? These and other questions as well as critical perspectives are addressed in this module. The methods to study the link between brain, mind, and behavior, as well as their pros and cons, will also be discussed.

Humans in Social Context (CO41-HumSoCo)
Humans are profoundly social beings, and their thinking, feeling, and action is fundamentally shaped by the social context. Both proximal factors in the current social context (such as the presence or absence of others), as well as distal ones (such as evolution or culture) affect how people perceive themselves and others and how they interact with others. Specific questions addressed in this module include: How do we perceive ourselves and others? How can we change others behavior through social influence? Which factors predict conformity or deviance in groups? What is the role of stereotypes in intergroup conflicts? The answers to these questions contribute to improving the interactions of individuals from diverse backgrounds.

Applied Psychology (CO42-ApplPsych)
This module focuses on implications of the biological and cognitive processes, as well as social and cultural factors, that underlie human behavior for applications in domains such as business, education, health, politics, and society. Three processes are central across these domains: (a) decision making (of individuals, in groups, in institutions), (b) behavioral change (in terms of marketing approaches; maintenance and restoration of health; in organizations) and (c) conflict

analysis & resolution (e.g., mediation, negotiation). In all these domains, diversity plays a major role, therefore the impact of age, gender and cross-cultural variance will be addressed. The module also covers applied methods (intervention, training, evaluation).

Some CORE Modules require students to have taken a specific CHOICE Module. Please see the Module Handbook for details regarding pre-requisites.

Year 3
In the 3rd year students follow the World Track by default:

1. **World Track**
   5th Semester
   - Internship / study abroad

   6th Semester
   - Psychology Project / Thesis Module

   - Program-specific Specialization Module
     Exemplary course offering:
     - Managing Demographic Change in Organisations
     - Neuroscience of Aging
     - Psychology of Food
     - Psychology of Happiness
     - Human Neuroscience Advanced Lab
     - From Theory to Practice: Sociological Theory and its Application to Reality

2. **Campus Track**
   Students who do not enter the World Track follow the Campus Track.
   5th and 6th Semester
   - Program-specific Project / Thesis Module

   - Program-specific Specialization Module
     (please see World Track for exemplary course offering)

   - Additional CORE Module

2.5 The Bachelor Thesis / Project

This module is a mandatory graduation requirement for all undergraduate students. It consists of two components in the major study program guided by a Jacobs Faculty member:

1. **A Research Project** (5 ECTS)
   and
2. **The Bachelor Thesis** (10 ECTS)

The workload for the project component is about 125 hours and for the thesis component about 250 hours.The title of the thesis will be shown on the transcript.

2.5.1 Aims

Within this module, students apply knowledge they have acquired about their major discipline, skills, and methods to become acquainted with actual research topics, ranging from the identification of suitable (short-term) research projects, preparatory literature searches, the realization of discipline-specific research, and the documentation, discussion, and interpretation of the results. Research results obtained from the Research Project can be embedded in the Bachelor Thesis.

2.5.2 Intended Learning Outcomes

1. Research Project
   This module component consists of a guided research project in the major study program. The well-defined research task must be completed and documented according to the scientific standards in the respective discipline. It involves a high degree of independence, supported by individualized instructor feedback and guidance.
2. Bachelor Thesis
   With their Bachelor Thesis students should demonstrate mastery of the contents and methods of the major specific research field. Furthermore, students should show the ability to analyze and solve a well-defined problem with scientific approaches, a critical reflection of the status quo in scientific literature, and an original development of their own ideas.

Both, the Research Project and the Bachelor Thesis, can also have an inter- or transdisciplinary nature - with the explicit permission of the supervisor.

2.5.3 Supervision

Both module components can be performed with the same Jacobs faculty member, or different ones, the latter in order to allow a broader research experience. Students are required to choose a supervisor, at the latest, by the end of the drop-add period of the semester in which the module component is taken. **The selected supervisor(s) must approve the Project topic and Bachelor Thesis topic before the student starts to work towards the module component.** The respective study program coordinators will assist in the search for prospective supervisor(s).

2.5.4 Registration

World Track students register for both components, at the earliest, in their 6th semester.
Campus Track students register for the Project component in the 5th and for the Bachelor Thesis component, at the earliest, in their 6th semester.

The registrations must be made before the end of the respective drop/add periods.

Later enrolment is possible for those students pursuing a second major or those who graduate late for other reasons. These students perform their (second) thesis earliest in the 7th semester of their studies. They have to contact the Student Records Office for individual registration.

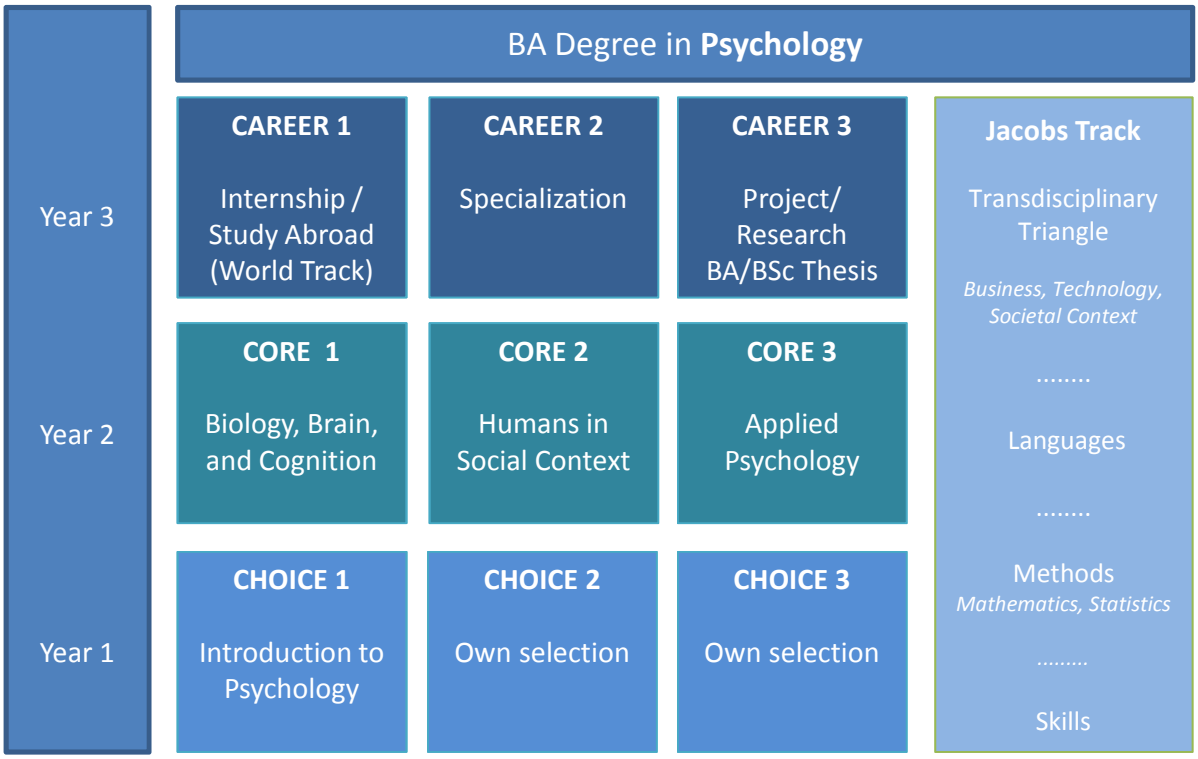
Students are allowed to extend their thesis related work into the intersession or summer break upon approval of the thesis supervisor and Student Records. Students are not allowed to register for different Bachelor Thesis courses in the same semester.

2.5.5 Formal Regulations for the Bachelor Thesis

- Timing
  The Thesis work has to be generated within the semester of registration. The semester period has 14 weeks.
- Extent
  The document must be between 15-25 pages in length, including references, but excluding appendices or supporting information. Deviations in length and format can be determined within individual study programs and should be communicated to all registered students by the study program coordinator.
- Cover page
  The cover page must show the title of the Bachelor Thesis, the university's name, the month and year of submission, the name of the student and the name of the supervisor.
- Statutory Declaration
  Each Bachelor Thesis must include a statutory declaration signed by the student confirming it is their own independent work and that it has not been submitted elsewhere. The respective form can be found on the Student Records Office website.
- Submission
  The Bachelor Thesis must be submitted as a hard copy (pdf-file) to the supervisor and additionally to the Student Records Office via online form on the Student Records Office website.

  Deadline for submission of the Bachelor Thesis is May 15 (unless specified otherwise by the Student Records Office).

2.5.6 Structure



YEAR 1 *Take three CHOICE modules, two free selection*
YEAR 2 *Take three CORE modules, one CORE module can be substituted by a CORE module from a second study program to pursue a minor*
YEAR 3 *Alternatively Campus Track with a 4th CORE module instead of internship/study abroad module*

Figure 4: Psychology Module Structure

3 Appendix 1a/1b: Mandatory Module and Examination Plans for World Track and Campus Track

Jacobs University Bremen reserves the right to substitute courses by replacements and/or reduce the number of mandatory/mandatory elective courses offered.

4 Appendix 2: Course Data for Program-Specific CHOICE and CORE Courses

All course data stated in the appendix is based on the previous study year and subject to change.

Appendix 1a - Mandatory Module and Examination Plan for World Track

Psychology – World Track

Matriculation Fall 2016

	Program-Specific Modules	Type	Status[1]	Semester	Credits			Jacobs Track Modules (General Education)	Type	Status[1]	Semester	Credits
Year 1 - CHOICE					**45**							**20**
Take the mandatory CHOICE module listed below, this is a requirement for the Psychology program.												
CH16-IntroPsych	**Module: Introduction to Psychology**		**m**		**15**		**JT-ME-MethodsMath**	**Module: Methods / Mathematics**		**m**		**7,5**
CH16-710103	Introduction to Psychology I	Lecture	m	1	5		JT-ME-990103	Empirical Research Methodology	Lecture	m	1	2,5
CH16-710113	Methods in Psychology and Neuroscience I	Seminar	m	1	2,5		JT-ME-990113 / 990123	Take either Data Analysis and Statistical Inference with R or with SPSS	Lecture	me	2	2,5
CH16-710111	Introduction to Psychology II	Lecture	m	2	5		JT-ME-990124	Statistics for Experimental Sciences	Lecture	m	2	2,5
CH16-710114	Methods in Psychology and Neuroscience II	Seminar	m	2	2,5		**JT-SK-Skills**	**Module: Skills**		**m**		**2,5**
	Module: CHOICE (own selection)		**e**	**1/2**	**30**		JT-SK-990100	Academic and Professional Skills	Lecture	m	1	2,5
Students take two further CHOICE modules from those offered for all other study programs. [2]							**JT-TA-TriArea**	**Module: Triangle Area**		**m**		**5**
								Take two courses from the triangle (BUSINESS, TECHNOLOGY & INNOVATION, SOCIETAL CONTEXT) area. Each counts 2,5 ECTS [3]		me	1/2	5
							JT-LA-Language	**Module: Language**		**m**		**5**
								Take two German courses (2,5 ECTS each). Native German speakers take courses in another offered language	Seminar	me	1/2	5
Year 2 - CORE					**45**							**20**
Take all three modules or replace one with a CORE module from a different study program. [2]												
CO40-BioBrainCog	**Module: Biology, Brain, and Cognition**		**me**		**15**		**JT-ME-MethodsMath**	**Module: Methods / Mathematics**		**m**		**7,5**
CO40-710212	Attention, Sensation and Perception	Lecture	m	4	5		JT-ME-990203 / 990213	Take either Statistical Modeling with R or with SPSS	Lecture	me	3	2,5
CO40-710201	Neurobiological Foundations of Psychology	Lecture/Seminar	m	3	5			Take two Methods (mandatory) elective courses (2,5 ECTS each) [2]	Lecture	me	3/4	5
CO40-710102	Learning and Memory	Lecture/Lab	m	3	5							
CO41-HumSoCo	**Module: Humans in Social Contexts**		**me**		**15**		**JT-TA-TriArea**	**Module: Triangle Area**		**m**		**7,5**
CO41-701101	Group Processes and Intergroup Relations	Lecture	m	3	5			Take three courses from the triangle (BUSINESS, TECHNOLOGY & INNOVATION, SOCIETAL CONTEXT) area. Each counts 2,5 ECTS [3]		me	3/4	7,5
CO41-730102	Social Cognition	Lecture	m	3	5							
CO41-701102	Current debates in Group Processes and Intergroup Relations	Seminar	m	4	2,5							
CO41-730222	Current debates in Social Cognition	Seminar	m	4	2,5							
CO42-ApplPsych	**Module: Applied Psychology**		**me**		**15**		**JT-LA-Language**	**Module: Language**		**m**		**5**
CO42-710231	Business Psychology (Industrial and Organizational Psychology)	Seminar	m	4	5			Take two German courses (2,5 ECTS each). Native German speakers take courses in another offered language	Seminar	me	3/4	5
CO42-710232	Current Topics in Applied Psychology	Seminar	m	3	5							
CO42-710302	Judgement and Decision Making	Seminar	m	4	5							
Year 3 - CAREER					**45**							**5**
CA02 / CA03	**Module: Internship / Study Abroad**		**m**	**5**	**20**		**JT-SK-Skills**	**Module: Skills**		**m**		**2,5**
CA01-CarSkills	**Module: Career Skills**						JT-SK-990110	Advanced Academic and Professional Skills		m	6	2,5
CA15-PSYCH	**Module: Project/Thesis PSYCH**		**m**		**15**							
CA15-710303	Project PSYCH		m	6	5		**JT-TA-TriArea**	**Module: Triangle Area**		**m**		**2,5**
CA15-710304	Thesis PSYCH		m	6	10			Take one course from the triangle (BUSINESS, TECHNOLOGY & INNOVATION, SOCIETAL CONTEXT) area. Each counts 2,5 ECTS [3]		me	6	2,5
CAS-WT-PSYCH	**Module: Specialization Area PSYCH**		**m**		**10**							
	Take four specialization courses (2.5 ECTS each) [2]		me	5/6	10							
Total ECTS												**180**

[1] Status (m = mandatory, e = elective, me = mandatory elective)

[2] For a full listing of all CHOICE / CORE / CAREER / Jacobs Track modules please consult the **CampusNet online catalogue** and / or the module handbook (on our website).

[3] You are required to take ***six*** Triangle Area courses ***in total***. Select ***two from each of the three triangle areas*** (BUSINESS, TECHNOLOGY & INNOVATION, SOCIETAL CONTEXT)

Appendix 1b - Mandatory Module and Examination Plan for Campus Track

Psychology – Campus Track

Matriculation Fall 2016

	Program-Specific Modules	Type	Status[1]	Semester	Credits			Jacobs Track Modules (General Education)	Type	Status[1]	Semester	Credits
Year 1 - CHOICE					**45**							**20**
Take the mandatory CHOICE module listed below, this is a requirement for the Psychology program.												
CH16-IntroPsych	**Module: Introduction to Psychology**		**m**		**15**			**JT-ME-MethodsMath**	**Module: Methods / Mathematics**	**m**		**7,5**
CH16-710103	Introduction to Psychology I	Lecture	m	1	5			JT-ME-990103	Empirical Research Methodology	Lecture	m	1	2,5
CH16-710113	Methods in Psychology and Neuroscience I	Seminar	m	1	2,5			JT-ME-990113 / 990123	Take either Data Analysis and Statistical Inference with R or with SPSS	Lecture	me	2	2,5
CH16-710111	Introduction to Psychology II	Lecture	m	2	5			JT-ME-990124	Statistics for Experimental Sciences	Lecture	m	2	2,5
CH16-710114	Methods in Psychology and Neuroscience II	Seminar	m	2	2,5			**JT-SK-Skills**	**Module: Skills**		**m**		**2,5**
	Module: CHOICE (own selection)		**e**	**1/2**	**30**			JT-SK-990100	Academic and Professional Skills	Lecture	m	1	2,5
Students take two further CHOICE modules from those offered for all other study programs. [2]								**JT-TA-TriArea**	**Module: Triangle Area**		**m**		**5**
									Take two courses from the triangle (BUSINESS, TECHNOLOGY & INNOVATION, SOCIETAL CONTEXT) area. Each counts 2,5 ECTS [3]		me	1/2	5
								JT-LA-Language	**Module: Language**		**m**		**5**
									Take two German courses (2,5 ECTS each). Native German speakers take courses in another offered language	Seminar	me	1/2	5
Year 2 - CORE					**45**							**20**
Take all three modules or replace one with a CORE module from a different study program. [2]												
CO40-BioBrainCog	**Module: Biology, Brain, and Cognition**		**me**		**15**			**JT-ME-MethodsMath**	**Module: Methods / Mathematics**		**m**		**7,5**
CO40-710212	Attention, Sensation and Perception	Lecture	m	4	5			JT-ME-990203 / 990213	Take either Statistical Modeling with R or with SPSS	Lecture	me	3	2,5
CO40-710201	Neurobiological Foundations of Psychology	Lecture/Seminar	m	3	5				Take two Methods (mandatory) elective courses (2,5 ECTS each) [2]	Lecture	me	3/4	5
CO40-710102	Learning and Memory	Lecture/Lab	m	3	5								
CO41-HumSoCo	**Module: Humans in Social Contexts**		**me**		**15**			**JT-TA-TriArea**	**Module: Triangle Area**		**m**		**7,5**
CO41-701101	Group Processes and Intergroup Relations	Lecture	m	3	5				Take three courses from the triangle (BUSINESS, TECHNOLOGY & INNOVATION, SOCIETAL CONTEXT) area. Each counts 2,5 ECTS [3]		me	3/4	7,5
CO41-730102	Social Cognition	Lecture	m	3	5								
CO41-701102	Current debates in Group Processes and Intergroup Relations	Seminar	m	4	2,5								
CO41-730222	Current debates in Social Cognition	Seminar	m	4	2,5								
CO42-ApplPsych	**Module: Applied Psychology**		**me**		**15**			**JT-LA-Language**	**Module: Language**		**m**		**5**
CO42-710231	Business Psychology (Industrial and Organizational Psychology)	Seminar	m	4	5				Take two German courses (2,5 ECTS each). Native German speakers take courses in another offered language	Seminar	me	3/4	5
CO42-710232	Current Topics in Applied Psychology	Seminar	m	3	5								
CO42-710302	Judgement and Decision Making	Seminar	m	4	5								
Year 3 - CAREER					**45**							**5**
COXX	**Module: Additional 4th CORE module**		**m**	**5/6**	**15**			**JT-SK-Skills**	**Module: Skills**		**m**		**2,5**
CA01-CarSkills	**Module: Career Skills**							JT-SK-990110	Advanced Academic and Professional Skills		m	6	2,5
CA15-PSYCH	**Module: Project/Thesis PSYCH**		**m**		**15**								
CA15-710303	Project PSYCH		m	5	5			**JT-TA-TriArea**	**Module: Triangle Area**		**m**		**2,5**
CA15-710304	Thesis PSYCH		m	6	10				Take one course from the triangle (BUSINESS, TECHNOLOGY & INNOVATION, SOCIETAL CONTEXT) area. Each counts 2,5 ECTS [3]		me	5	2,5
CAS-CT-PSYCH	**Module: Specialization Area PSYCH**		**m**		**15**								
	Take **six** specialization courses (2.5 ECTS each) [2]		me	5/6	15								
Total ECTS													**180**

[1] Status (m = mandatory, e = elective, me = mandatory elective)

[2] For a full listing of all CHOICE / CORE / CAREER / Jacobs Track modules please consult the **CampusNet online catalogue** and / or the module handbook (on our website).

[3] You are required to take ***six*** Triangle Area courses ***in total*** . Select ***two from each of the three triangle areas*** (BUSINESS, TECHNOLOGY & INNOVATION, SOCIETAL CONTEXT)

Appendix 2 - Course Data

Course Name	***Course No***	***ECTS***
Introduction to Psychology I	CH16-710103	5
Module Affiliation	***Workload (hrs / sem)***	***Level***
CH16-IntroPsych Introduction to Psychology	125	Bachelor 1st Year CHOICE

Course Description / Content / Aims

This course provides an introduction to cognitive psychology. The goal of cognitive psychology is to understand how the human mind works, in particular how we perceive, attend to, learn and memorize information as well as how we solve problems and make decisions. The course will focus on the historical foundations of cognitive psychology, influential and current theories and models as well as empirical research methods. The course includes the following topics:

- History of Cognitive Psychology
- Perception
- Attention
- Learning and Memory
- Thinking and Problem Solving
- Intelligence
- Language and Knowledge
- Decision Making
- Cognitive Development
- Cognitive Neuroscience and Neuropsychology

Methods of Assessment

Name	Weighting
Final Grade	100%

Course Name	***Course No***	***ECTS***
Methods in Psychology and Neuroscience I	CH16-710113	2,5
Module Affiliation	***Workload (hrs / sem)***	***Level***
CH16-IntroPsych Introduction to Psychology	62,5	Bachelor 1st Year CHOICE

Course Description / Content / Aims

This course provides an overview of different research methods used in psychology and neurobiology. It gives an introduction to experimental designs, research paradigms, statistical evaluations methods, test and questionnaire constructions, and imaging techniques. Specific topics of this course will cover descriptive statistics, basic concepts of probability theory including Bayesian methods, formal logic, measurement and scaling, psychophysical methods including signal detection theory, reaction time analysis, and more.

The course will also cover the vast array of research methods for investigating the human brain, including electroencephalography (EEG), structural and functional neuroimaging, magnetoencephalography (MEG) and optogenetical methods. Basics of philosophy of sciences are covered including data-driven and theory-driven approaches.

Methods of Assessment

Name	Weighting
Attendance	20%
Group project + final group presentation of the project	40%
Quizz(es)	40%

Appendix 2 - Course Data

Course Name	***Course No***	***ECTS***
Introduction to Psychology II	CH16-710111	5
Module Affiliation	***Workload (hrs / sem)***	***Level***
CH16-IntroPsych Introduction to Psychology	125	Bachelor 1st Year CHOICE

Course Description / Content / Aims

This introductory course continues to provide a comprehensive overview of the major fields within psychology. It explores topics such as emotion and motivation, language and thinking; it looks at how we develop, how we differ from each other, or how we behave in a social context. How to use psychological knowledge to improve the quality of our lives is discussed in the context of psychological disorders and therapy, health, aging, and well-being. This survey of psychology will acquaint students with the major concepts and terminology of the discipline and to develop an understanding of psychology as the science of human thought and behavior.

This lecture covers the following topics:
- Motivation
- Emotion
- Language
- Lifespan Development
- Personality
- Psychology in Social Lives
- Psychological Disorders and Treatment
- Wellness and Well-being
- etc.

Course Name	***Course No***	***ECTS***
Methods in Psychology and Neuroscience II	CH16-710114	2,5
Module Affiliation	***Workload (hrs / sem)***	***Level***
CH16-IntroPsych Introduction to Psychology	62,5	Bachelor 1st Year CHOICE

Course Description / Content / Aims

This course provides an overview of different research methods used in psychology and neurobiology. It gives an introduction to experimental designs, research paradigms, statistical evaluations methods, test and questionnaire constructions, and imaging techniques. Specific topics of this course will cover descriptive statistics, basic concepts of probability theory including Bayesian methods, formal logic, measurement and scaling, psychophysical methods including signal detection theory, reaction time analysis, and more.
The course will also cover the vast array of research methods for investigating the human brain, including electroencephalography (EEG), structural and functional neuroimaging, magnetoencephalography (MEG) and optogenetical methods. Basics of philosophy of sciences are covered including data-driven and theory-driven approaches.

Appendix 2 - Course Data

Course Name	***Course No***	***ECTS***
Learning and Memory	CO40-710102	5
Module Affiliation	***Workload (hrs / sem)***	***Level***
CO40-BioBrainCog Biology, Brain, and Cognition	125	Bachelor 2nd Year CORE

Course Description / Content / Aims

The study of memory seeks to understand how information is stored and retrieved, how new information is integrated to existing information, why we forget, and whether or not we can improve memory. This course will include an introduction into the current models of memory, mechanisms of learning and memory, including its neural basis, and scientific approaches to studying learning and memory. By conducting basic experiments we will train the concept of model testing, i.e., stating assumptions and deriving predictions, empirical testing, and possible modification of the model. Throughout the course we will strictly follow APA style.

Among the topics we will cover are:
• Neuroscience of Learning and Memory
• Sensory Memory and Perceptual Learning
• Short-Term Memory
• Working Memory
• Episodic and Semantic Memory
• Implicit Memory
• Skill Memory
• Prospective Memory
• Emotional Learning and Memory
• Forgetting
• Eyewitness Memory
• Language Learning
• Learning and Memory Across Lifespan
• Improving Memory

Methods of Assessment

Name	Weighting
Attendance and Participation	10%
Experiment and Presentation	30%
Final Exam	40%
Short Quizzes	20%

Course Name	***Course No***	***ECTS***
Neurobiological Foundations of Psychology	CO40-710201	5
Module Affiliation	***Workload (hrs / sem)***	***Level***
CO40-BioBrainCog Biology, Brain, and Cognition	125	Bachelor 2nd Year CORE

Course Description / Content / Aims

With a clear focus on the human brain, the course covers a broad range of questions about how the nervous system is organized, how it develops, and how it functions to generate behavior. Students will learn how to integrate our knowledge obtained from different levels of analysis – neurons, circuits, systems – into a coherent understanding of the brain structure and function. The interaction of genes and environment during brain development will also be discussed. Herewith the course lays the ground for the course ”Cognitive Psychology” and other courses which relate behavior to underlying neural mechanisms. Clinical aspects are included where relevant. Example topics are:
- Neurons and their connections
- Neural signaling
- Synaptic plasticity
- Neural circuits
- Architecture of the brain
- Brain plasticity
- Development and aging

Methods of Assessment

Appendix 2 - Course Data

Name	Weighting
Final Grade	100%

Appendix 2 - Course Data

Course Name	***Course No***	***ECTS***
Attention, Sensation & Perception	CO40-710212	5
Module Affiliation	***Workload (hrs / sem)***	***Level***
CO40-BioBrainCog Biology, Brain, and Cognition	125	Bachelor 2nd Year CORE

Course Description / Content / Aims

Attention and perception are essential processes for humans and other animals to learn about the world. Sensation refers to the process of detecting a stimulus or a stimulus property in the environment. It is the necessary collection of information about the world from which perceptions will be made. Perception refers to the way in which we interpret the information that is gathered by the senses. Attention research seeks to understand how attention allows and affects detection, perception and encoding of information, which algorithms underlie attentional functions and how those are implemented in the human brain.

The course include the following topics:
- Visual perception: spatial; perceiving and recognizing objects; color; space; attention and scene; motion
- Auditory perception: Psychoacoustics; hearing in the environment; music
- Spatial orientation and the vestibular system
- Touch
- Olfaction
- Taste
- Alerting, sustained attention, divided attention, selective attention, joint attention
- Involuntary versus voluntary attention, attentional control
- Attention across modalities

Students
- Learn about the basic processes of attention and perception and understand the link between different sensory modalities (cross modal interaction)
- Understand the connection between neurophysiological processes and perceptual phenomena
- Critically evaluate research findings

Course Name	***Course No***	***ECTS***
Group Processes and Intergroup Relations	CO41-701101	5
Module Affiliation	***Workload (hrs / sem)***	***Level***
CO41-HumanSoCo Humans in Social Context	125	CORE

Course Description / Content / Aims

Social psychology, being situated between psychology and sociology, does not only focus on individuals' mental representations of the social context and interpersonal relations between individuals. Humans, as social beings, are members of social groups, and social groups have particular positions in society and in relation to other social groups. Therefore, this class focuses on the role of group memberships and identities, processes within groups and relations between groups for human thinking, feeling and behavior. Specific topics addressed include:
• Group work: Is brainstorming effective to generate ideas?
• Group decision making: Do groups make better or worse decisions than individuals?
• Group socialization: How do norms in groups develop? What happens if a member violates such norms?
• Ostracism: How do we feel and react when being excluded from a group?
• Stigmatization: What are the consequences of being a member of a group that faces discrimination?
• Prejudice and discrimination: Why are some groups targeted by prejudice and discrimination?
• Social identity: How can we conceptualize the role group memberships play for individuals?
• Intergroup conflict and cooperation: Does competition over scarce resources always lead to conflict? Under what conditions do groups help each other?

Methods of Assessment

Name	Weighting
Class Tests	30%
Final Exam	70%

Appendix 2 - Course Data

Course Name	***Course No***	***ECTS***
Social Cognition	CO41-730102	5
Module Affiliation	***Workload (hrs / sem)***	***Level***
CO41-HumanSoCo Humans in Social Context	125	Bachelor 2nd Year CORE

Course Description / Content / Aims

Social sciences often study the impact of contextual factors on the way people think, feel, and act. Yet, it is never the context as such that has a direct impact on the individual's behavior, but rather his or her perception of the context. Therefore, the field of Social Cognition investigates the processes by which individuals construe their mental representation of the context and the consequences of these mental representations for behavior. How do individuals encode, process and retrieve socially relevant information? Specifically, topics that this class will address include:

• The Social Self: How do we develop and maintain our view of ourselves?
• Social Perception: How do we perceive others?
• Social inference: How do we subjectively explain what we observe? What processes underlie social attribution (i.e., explaining others' behavior)?
• Social judgment: How does existing knowledge shape our judgments about new stimuli? How do we make social comparisons?
• Social attraction: What attracts us to other?
• Social persuasion: How can we convince others of our own position? How can we resist unwanted persuasion?
• Social influence: Why do we sometimes do things that we actually don't want under the influence of others?

Methods of Assessment

Name	Weighting
Quizz(es)	100%

Course Name	***Course No***	***ECTS***
Current debates in Group Processes and Intergroup Relations	CO41-701102	2,5
Module Affiliation	***Workload (hrs / sem)***	***Level***
CO41-HumanSoCo Humans in Social Context	62,5	Bachelor 2nd Year CORE

Course Description / Content / Aims

The field of Group Processes and Intergroup Relations focuses on the role of group memberships and identities, processes within groups and relations between groups for human behavior. This class will look at current trends and debates in this field. Particularly, the course will be structured around questions that are currently controversially debated among Group Processes and Intergroup Relations researchers. Exemplary topics include:

• Why do people identify with groups?
• Under what conditions do social identities become politicized identities that foster collective action?
• What role do emotions play for collective action?
• Can prejudice reduction undermine social change?
• What are effective ways of reducing conflict and promoting peaceful relations between groups?
• How can social psychology integrate sociological and psychological explanations of human behavior?

Appendix 2 - Course Data

Course Name	***Course No***	***ECTS***
Current debates in Social Cognition	CO41-730222	2,5
Module Affiliation	***Workload (hrs / sem)***	***Level***
CO41-HumanSoCo Humans in Social Context	62,5	Bachelor 2nd Year CORE

Course Description / Content / Aims

The field of Social Cognition research studies the processes that are involved in the encoding, modification, and retrieval of contextual information. How do we make sense of and respond to the social situation we find ourselves in? This class will look at current trends and debates in this field. Particularly, the course will be structured around questions that are currently controversially debated among Social Cognition researchers. Exemplary topics include:

- The relationship between thinking and feeling
- The experience of thinking and its consequences for judgment formation
- Implicit social cognition
- Intuition in judgment and decision making
- Social neuroscience
- Moral reasoning

Course Name	***Course No***	***ECTS***
Current Topics in Applied Psychology	CO42-710232	5
Module Affiliation	***Workload (hrs / sem)***	***Level***
CO42-ApplPsych Applied Psychology	125	Bachelor 2nd Year CORE

Course Description / Content / Aims

This course will include a range of topics of Applied Psychology that are related to physical and mental health and clinical psychology. The course will intensify and extend the knowledge gained in previously taken modules and illustrate how this theoretical knowledge is used in practice.The course also covers applied methods and will include practical exercises. Example topics are:

-Prevention of illness and maintenance of physical and mental health
-Gerontopsychology
-Psychological disorders (e.g., anxiety disorders, depression, personality disorders)
-Neuropsychological syndromes (e.g., attention disorders, amnesia, dyexecutive syndrome)
-Psychological intervention, training and rehabilitation

Methods of Assessment

Name	Weighting
1 Report	30%
3 Pop Up Quizzes	30%
Attendance and Contribution to Group Work	40%

Appendix 2 - Course Data

Course Name	***Course No***	***ECTS***
Business Psychology (Industrial and Organizational Psychology)	CO42-710231	5
Module Affiliation	***Workload (hrs / sem)***	***Level***
CO42-ApplPsych Applied Psychology	125	Bachelor 2nd Year CORE

Course Description / Content / Aims

As an applied science, business psychology investigates human behavior in the workplace and applies psychological concepts and principles to organizations. Around the question how to create productive and healthy relationships between people and organizations, this course aims at providing students with a psychological framework for understanding and influencing individual and group behavior in business settings. It explores work motivation, commitment and job satisfaction, and it covers theories and concepts regarding organizational culture, leadership and management, teambuilding, communication and conflict resolution. Techniques for selecting employees, performance evaluations, talent management and training will be addressed. Other issues, such as diversity in organizations and cultural influences on organizational behavior, are also among the topics of discussion.

Course Name	***Course No***	***ECTS***
Judgement and Decision Making	CO42-710302	5
Module Affiliation	***Workload (hrs / sem)***	***Level***
CO42-ApplPsych Applied Psychology	125	Bachelor 2nd Year CORE

Course Description / Content / Aims

Judgment and decision making are broad and complex areas of great theoretical interest and practical impact in almost all today's disciplines. The focus here is on psychological perspectives. The course includes the following topics:
- Social judgment theory and probabilistic mental models
- Heuristics and biases
- Decision making under risk and uncertainty
- Preference and choice
- Confidence
- Judgment and choice over time
- Dynamic decision making
- Risk
- Decision making in groups and teams
- Cooperation and coordination (game theory)

Applications of decision making research in marketing, medicine, law, etc are discussed.
Students will
- learn about the academic field of behavioral decision making, its major methods, results, and controversies.
- be able to examine the generality of findings and their applicability to actual decision-making problems.
- acquire some practical, general skills for decision-making.