

*Univerza v Ljubljani*



**Presentation of the study programme:**

**Master's programme in psychology**

**University of Ljubljana, Faculty of Arts**





### **Basic information on the study programme**

Duration of the programme: 2 years

Number of ECTS credits: 120

Title: Master of Arts in Psychology

### **Principle goals and competences of the programme**

The goal of the master's programme in psychology is to offer students in-depth knowledge and skills from the area of basic and applied disciplines of the science of psychology and some other related sciences. This kind of knowledge is essential to practise as a psychologist independently and to continue the studies of psychology on the third level (doctoral level, specialisation) as well as for specific in-service training.

The goal of the programme is for students to acquire additional theoretical knowledge, comprehension and skills in areas, which have already been covered in the undergraduate programme of psychology; to improve their research skills and qualify for using the psychological diagnostic tools and providing more demanding psychological treatment. In addition to development of general competences, enabling psychologist practitioners-in-training to render their service to their clients effectively, at this level of studies, the principal goal is the development of subject-specific competences relating to the psychological content of the professional practical training.

After completing the studies, Masters of Psychology are qualified to practise as a psychologist independently in any professional area. They are able to develop and apply psychological principles, knowledge, models and methods in an ethical and scientific way. Their work is based on the principles of professional ethics and their personal maturity; it promotes progress, well-being and effectiveness of individuals, groups, organisations and society.

### *General competences gained by the programme*

- General knowledge, ability to analyse, synthesise and predict solutions as well as consequences
- Knowledge and use of style manual and citation methods, mastery of demanding research and applied methods, procedures and processes; ability to plan and carry out research individually as well as individual planning, carrying out and evaluation of the projects and programmes
- Critical and self-critical judgement (critical reading and comprehension of texts, self-awareness of their own points of view, suppositions, partiality, advantages and disadvantages)
- Ability to make practical use of knowledge, find constructive solutions for professional problems on the basis of professional knowledge and skills as well as that of critical and creative thinking
- Skills in searching and using information, information literacy, application of modern information and communication technologies
- General communication ability and skills, ability of professional communication with the clients and members of interdisciplinary professional teams, ability of communication in an

- international environment, ability of spoken and written presentation of knowledge or findings, skills in performance in front of the audience
- Social skills, cooperativeness, group cooperation, ability to moderate a group, ability to establish and maintain constructive relations with other experts and relevant organizations
  - Ability to manage projects
  - Willingness to continue further scientific and in-service training as well as management of their own occupational and professional development
  - Independence, sense of initiative, autonomy in professional work
  - Knowledge, comprehension and consideration of basic principles and the development of differences among individuals, groups and cultures
  - Ethical reflection
  - Ability to run a practice – that is organisation and marketing of quality psychological services: ability to conduct market research and follow the needs and opportunities for expansion of practice, ability to develop new products and services, their marketing, sales and promotion to current and potential clients, ability to run practice from financial and operative point of view and ability to ensure proper management for employees
  - Ability to establish and maintain a system that guarantees work quality

*Subject-specific competences gained by the programme*

The students of the master's programme in psychology acquire and upgrade their knowledge and skills, necessary for effective psychological treatment; they also form on the personal and ethical-professional level. The following subject-specific competences are acquired:

- In-depth knowledge and comprehension of psychological theory and practice;
- Ability to solve demanding psychological problems by application of scientific methods and procedures as well as critical analysis and synthesis of theoretical knowledge and relevant information;
- Coherent mastery of more demanding psychological knowledge, ability to synthesize knowledge from various fields and use it;
- Ability to acquire new scientific knowledge and cognitions;
- Application of knowledge in various fields of psychology, social and medical sciences;
- In-depth understanding of emotional, mental, physical and social viewpoints of a person's development as well as application of principles and techniques, supporting this development;
- Ability to understand and apply principles, which lead to interchanging between humans and their environment (everyday, working environment, etc.);
- Research and understanding of human relations and use of cognitions acquired in various social practices;
- Knowledge, understanding and consideration of individual, group and cultural diversity;
- Qualification for individual, group or organisation counselling in various educational and occupational fields;
- Ability to conduct and carry out various programmes of psychological aid for children, adolescents and adults as well as people with mental health problems;
- Ability to place new information and interpretations into a psychological context;
- Application of information and communication technology and systems in the field of psychology;
- Knowledge and understanding of ethical and professional principles, standards, guidelines, rule books and acts as well as consistent treatment in accordance with psychological and general ethical principles.

The competences acquired are expressed through the ability to carry out effective psychological treatment. Through the programme, students develop:

- Ability to interact with the clients appropriately, analyse their needs and define the aim of psychological treatment;
- Ability to carry out psychological treatment (ability to assess relevant characteristics of individuals, groups, organizations and/or situations by using appropriate methods of psychological assessment, ability to develop services or products that can be used by clients or others);
- Ability to intervene appropriately;
- Ability to assess the appropriateness of the intervention;
- Ability to present the results of psychological treatment in a way that is appropriate for fulfilment of client's needs and expectations.

### **Employment opportunities for graduates**

Masters of psychology can work as psychologists in their own independent practice and/or as psychologists carrying out scientific research work, namely in schools (in school counselling service, as psychology teacher in secondary schools), health care (after further specialisation, working as clinical psychologists), social welfare, care facilities (nursery schools, old people's homes), the army and police, civil protection, penal institutions and administration of justice (as expert witnesses), companies and other organisations (in personnel service, marketing service, public relations and in departments for development in companies), in agencies for market research, in sports organizations, in institutions for research, in humanitarian organizations, in public administration (e.g. in the area of road safety, in negotiating teams), in state administration (in ministries and their offices, e.g. Education Development Office, Office for Drugs, Office for Youth) and government offices (e.g. ombudsman), in non-governmental organizations, in institutions and services of the European Union, journalism etc., as well as beyond this, in the area of activity organisation and general psychological counselling: organization of work, organization and management of development projects, careers advice service, leading conversations (conducting interviews), in publishing and media (e. g. as editors, counsellors at shows e.g. for children). They can carry out motivational trainings, work in after school programmes and the school care, run youth workshops, work on the help line, with refugees...

According to the information of the Employment Service of Slovenia, the psychology graduates found employment in various activity areas in the years from 2003 to 2005, especially in the public administration, education, health care and social care.

### **Admission requirements and selection criteria**

The anticipated number of students admitted is 80 full-time studies and 60 part-time studies (note: part-time studies are not available each year, only at times).

Academic programme on the second level (Master's Programme) is available for:

- 1) Candidates who have completed undergraduate programme from the field of psychology.
- 2) Candidates who have completed undergraduate programme of the related expert area and have completed academic requirements, totalling up to 60 credit points, which are essential for continuing the studies. Related expert areas are following: social work; pedagogy and andragogy; social pedagogy; special and rehabilitation pedagogy; visually impaired education and the pedagogy of specific learning difficulties. Additional academic requirements can be completed during studies at undergraduate level, credential study programmes or by taking

examinations prior to the enrolment in the Master's programme. Candidates who have completed a related study programme must complete all academic requirements in the following courses of the accredited undergraduate study programme of Psychology (Faculty of Arts, University of Ljubljana): Correlation Methods (5 CR), Test Theory (7 CR), Motivation and Emotions (6 CR), Cognitive Psychology (10 CR), Introduction to Clinical Psychology (4 CR), Psychology of Work (8 CR). Moreover, applicants who have completed individual undergraduate study programme must also complete all of the following academic requirements:

- Candidates who have completed the university-level undergraduate study programme of Social Work: Developmental Psychology of Childhood (6 CR), Psychology of Adolescence and Adulthood (5 CR), Psychology of Teaching and Learning (7 CR);
- Candidates who have completed the university-level undergraduate study programme of Pedagogy and Andragogy: Social Influence (5 CR), Social Reality (6 CR), Standpoints, Social Cognitions and Representations (6 CR), Introduction to Counselling and Psychotherapy (3 CR);
- Candidates who have completed the university-level undergraduate study programme of Social Pedagogy: Personality Psychology (7 CR), Social Influence (5 CR), Standpoints, Social Cognitions and Representations (6 CR);
- Candidates who have completed the university-level undergraduate study programme of Special and Rehabilitation Pedagogy or undergraduate study programme of Visually Impaired Education and the Pedagogy of Specific Learning Difficulties: Psychology of Personality (7 CR), Social Influence (5 CR), Interaction, Group, Application (5 CR), Introduction to Counselling and Psychotherapy (3 CR).

3) Candidates who have completed undergraduate studies abroad. Equivalence of the education abroad is ascertained through the process of recognition of the education abroad for the further studies.

Students who have completed another undergraduate study programme are allowed to stand as candidates for enrolment on the Master's programme in Psychology if their previous programme covered at least 50 CR from the courses related to the those of the undergraduate study programme of Psychology (Faculty of Arts, University of Ljubljana) and if they completed academic requirements (10 to 60 CR), which are essential for further studies, before the enrolment. On the basis of the proposed undergraduate study programme, which the candidates have completed, and other certificates for the competences acquired and on the proposition of the Council of the Department of Psychology, the Senate of the University of Ljubljana's Faculty of Arts decides whether the completed programme is similar enough to the undergraduate study programme of psychology and whether the enrolment in the Master's Programme is possible or not. If the enrolment is possible, the Senate determines the candidates additional academic requirements from the accredited undergraduate study programme of Psychology (Faculty of Arts, University of Ljubljana), which must be completed before the enrolment in the Master's Programme.

If the number of applicants exceeds the number of admission places available, the selection of candidates is made on the basis of the applicants' average grade in the undergraduate programme. For applicants from non-psychological programmes, the average includes also the grades of the placement tests.

### **Criteria for recognition of knowledge and skills acquired prior to enrolment in the programme**

Faculty of Arts may recognize candidates' knowledge, qualifications or abilities, which correspond content-wise and difficulty-wise fully or in part to the general or subject-specific competences defined by individual study programme.

Faculty recognizes knowledge, qualification or abilities acquired through formal, informal or experiential learning. Recognition includes:

- Taking into consideration certificates and other documents ("non-typical certificates", portfolios, documents on completed courses and other forms of education),
- Assessment of the products, services, publications and other copyright works of students,
- Assessment of the knowledge, acquired by students through self-education or experiential learning,
- Taking into consideration relevant work experience.

The recognized knowledge, qualifications and abilities may be allocated credits according to ECTS criteria for credit allocation of study programmes and are recognized as a finished study obligation (e.g. as a part of exams, midterm exams etc. – without participation in lectures, exercises or seminars; recognition programme study units that are based on work practice and experience).

With the usual procedure, the Faculty of Arts handles students' individual applications for accreditation of knowledge, qualifications and abilities, acquired through formal, informal or experiential learning. The application, submitted to the Student Office is passed on, to decide upon it, to the Department of Psychology which proposes credit allocation to knowledge, qualifications and abilities with ECTS credit points and the manner of its recognition. Basic measure for recognition or non-recognition is comparability of the knowledge and competences acquired with the content and competences in study units of the undergraduate study programme of psychology. The decision on students' applications is made on the proposition of the department, by the Student Question Committee.

### **Course requirements**

#### *Conditions to proceed to the next academic year*

To proceed to the second year of the postgraduate study programme, students must complete all of the academic requirements given in the curriculum and individual syllabuses for the first year, totalling 60 CR.

Exceptionally, students are allowed to proceed to the next year with up to 6 CR short of the total number of credits required. The shortfall may be granted only on prior written request with well-founded reasons for it. The requests are handled by the Student Question and Advisory Committee of the Faculty of Arts; the Appellate Body is the Senate of the Faculty of Arts.

#### *Conditions for repeating a year*

Students who have not completed all of the academic requirements for enrolment in the next year, defined by the study programme, are given a possibility to repeat a year once during the time of their studies, provided that they satisfy the conditions for repeating a year, defined by the study programme. The conditions for repeating a year of the second-level study programme of psychology are completed academic requirements for the year the students want to repeat, amounting 30 CR or 50 % of all credits for this year.

## **Conditions for completing the programme**

To complete the programme, students must fulfil all of the requirements defined by the study programme and syllabuses of the courses, totalling 120 CR. This also includes successfully completed practical training, writing master's thesis and successfully defending it.

## **Transfer between the programmes**

The transfer on the proposed study programme is possible:

a) Between universities from the master's study programmes of psychology or within the University of Ljubljana from the second-level study programmes from different but related specialist area (e.g. social work, pedagogy, andragogy, sociology – e.g. analytical sociology, sociology of culture, social informatics, personnel management – social pedagogy, special and rehabilitation pedagogy, primary teacher education, medicine). Students may transfer on the proposed programme under the following conditions:

- To transfer to the university-level master's study programme of Psychology, the candidates must satisfy the admission requirements for enrolment in an advanced year of the second-level study programme where they are enrolled,
- The applicants must satisfy admission requirements for the first year of the university-level master's study programme of Psychology,
- The Senate of the University of Ljubljana's of the Faculty of Arts decides on the possibility for transfer on the proposed academic programme and must decide on candidates' the fulfilment of the conditions for the transfer,
- At the proposal of the Department of Psychology, the Senate of the University of Ljubljana's Faculty of Arts determines applicants' placement tests and other requirements (from the list of basic courses of the university-level master's study programme of Psychology, totalling up to 60 CR) that need to be fulfilled.

b) From university-level old study programmes of psychology. On the proposition of the Department of Psychology, the Senate of the University of Ljubljana's Faculty of Arts recognizes the candidates' academic obligations, totalling 60 credit points; in the individual programme, the Senate determines to the candidates additional academic obligations (60 CR), which are necessary for acquisition of the Master's Degree in Psychology.

## **Grading system**

The examination system is in accordance with the Statute of the University of Ljubljana and the Rules on taking examinations of the University of Ljubljana's Faculty of Arts. The forms of knowledge evaluation are: oral and written examination, midterm examinations, essays or seminar papers and other written tasks, practical tasks or products, project works and reports on completed practical training, master's thesis and its defending.

Grading scale:

- 10 - Excellent: Exceptional results with minor mistakes
- 9 - Very good: Above-average knowledge, however with some mistakes
- 8 - Very good: Fairly good results
- 7 - Good: Good knowledge, however with some major mistakes
- 6 - Sufficient: Knowledge meets the minimum requirements
- 5 – 1 - Insufficient: Knowledge does not meet the minimum requirements

Practical training is assessed by internal supervisor based on the candidate's report on carrying out the practical training and the report of the external supervisor. Students' success in practical training is evaluated on the two-grade scale: passed / failed.

### **Elective courses and transferability**

#### *Internal elective courses*

In the third semester, students may choose one out of three specialist modules offered (see Table 2).

#### *External elective courses*

Students may complete 2 courses (6 credit points, that is 5 % of the entire programme) offered by other study programmes at the Faculty of Arts or at the other faculties at the University of Ljubljana.

#### *Transferability*

Students are allowed to transfer 30 credit points of the programme (a semester of studies, regardless of obligatory or elective courses) from any kind of psychology programmes that are carried out at respected European universities in accordance with the Bologna Declaration.



### **Curriculum of the study programme with the expected course coordinators**

Courses in the study programme are divided into three pillars (listed in the PL column in the tables below), namely:

A – Compulsory professional courses – these are the core courses where students acquire the necessary theoretical and practical knowledge as well as competences from various areas of psychology; students are obliged to complete all of the course requirements;

C – Elective professional courses – these are the courses where students acquire in-depth knowledge of individual, specific areas of psychology; students are not obliged to take this course, they may choose from various courses available;

D – General elective courses – these are the courses that students may choose freely (“external” courses).

In the tables, the following abbreviations are used: SE – semester, PL – pillar, CR – credits, L – lectures, CW – course work, S – seminars, Ch – contact hours (= L+CW+S), IND – individual work, SW – student workload.

**Table 1: Curriculum with the expected course coordinators**

<b>Courses</b>	<b>S</b>	<b>P</b>	<b>CR</b>	<b>L</b>	<b>CW</b>	<b>S</b>	<b>Ch</b>	<b>IND</b>	<b>SW</b>	<b>Expected course coordinators</b>
<b>1st semester</b>			<b>30</b>	<b>240</b>	<b>60</b>	<b>150</b>	<b>450</b>	<b>370</b>	<b>820</b>	
Applied psychometrics	1	A	7	60	0	45	105	86	191	Valentin Bucik, Full Prof. PhD
Applied cognitive psychology	1	A	4	30	0	30	60	49	109	Grega Repovš, Full Prof. PhD
Differential psychology	1	A	4	30	0	30	60	49	109	Darja Kobal Grum, Full Prof. PhD
Theories of developmental psychology	1	A	7	60	15	30	105	86	191	Matija Svetina, Assoc. Prof. PhD
Psycho-social relations in school	1	A	3	30	15	0	45	38	83	Cirila Peklaj, Full Prof. PhD, Sonja Pečjak, Full Prof.
Clinical-psychological diagnostics	1	A	5	30	30	15	75	63	138	Robert Masten, Assoc. Prof. PhD
<b>2nd semester</b>			<b>30</b>	<b>180+*</b>	<b>120+*</b>	<b>90+*</b>	<b>420</b>	<b>401</b>	<b>821</b>	
Psycho-social relations in school	2	A	5	15	30	30	75	63	138	Cirila Peklaj, Full Prof. PhD, Sonja Pečjak, Full Prof.
Clinical-psychological diagnostics	2	A	3	30	15	0	45	38	83	Gregor Žvelc, Assoc. Prof. PhD
Counselling and Psychotherapy	2	A	10	90	30	15	135	138	273	Robert Masten, Assoc. Prof. PhD
Personnel psychology	2	A	9	45	45	45	135	111	246	Eva Boštjančič, Assoc. Prof. PhD
General elective 1	2	D	3	*	*	*	30	52	82	
<b>Total of first year</b>			<b>60</b>	<b>420+*</b>	<b>180+*</b>	<b>240+*</b>	<b>870</b>	<b>771</b>	<b>1641</b>	
<b>3rd semester</b>			<b>31</b>	<b>150+*</b>	<b>45+*</b>	<b>85+*</b>	<b>355+**</b>	<b>472</b>	<b>827</b>	
Psychological aspects of psychopathology	3	A	3	30	0	15	45	37	82	Robert Masten, Assoc. Prof. PhD
Organizational psychology	3	A	6	30	30	30	90	74	164	Eva Boštjančič, Assoc. Prof. PhD
Elective professional module	3	C	12	75	*	*	120	208	328	
Master's thesis	3	A	3	0	0	10	10	52	62	
Didactics of psychology	4	A	4	15	15	30	60	49	109	Melita Puklek Levpušček, Full Prof. PhD
General elective 2	3	D	3	*	*	*	30	52	82	
<b>4th semester</b>			<b>29</b>	<b>0</b>	<b>0</b>	<b>20</b>	<b>20+**</b>	<b>645</b>	<b>665</b>	
Psychology work practice	4	A	17	0	0	0	10	437	437	Eva Boštjančič, Assoc. Prof. PhD
Master's thesis	4	A	12	0	0	20	20+**	200	228	
<b>Total of second year</b>			<b>60</b>	<b>150+*</b>	<b>45+*</b>	<b>105+*</b>	<b>375+**</b>	<b>1117</b>	<b>1492</b>	
<b>Total of the entire master's programme</b>			<b>120</b>	<b>570+*</b>	<b>225+*</b>	<b>345+*</b>	<b>1245+**</b>	<b>1888</b>	<b>3133</b>	

\* varying, depending on the course; the number of Ch depends on the course selected

\*\* contact hours with the supervisor, the number of hours by prior agreement

**Table 2: List of elective professional modules**

<b>Courses</b>	<b>SE</b>	<b>PL</b>	<b>CR</b>	<b>L</b>	<b>CW</b>	<b>S</b>	<b>Ch</b>	<b>IND</b>	<b>SW</b>	<b>Expected course coordinators</b>
<b>Module: Psychology in education</b>			<b>12</b>	<b>50</b>	<b>15</b>	<b>55</b>	<b>120</b>	<b>208</b>	<b>328</b>	
School psychological counselling	3	C	30	10	0	20	30	52	82	Sonja Pečjak, Full Prof. PhD
Diagnostics in education	3	C	3	15	15	0	30	52	82	Cirila Peklaj, Full Prof. PhD
Child in the family and nursery school	3	C	3	10	0	20	30	52	82	Ljubica Marjanovič Umek, Full Prof. PhD
Psychological interventions in education	3	C	3	15	0	15	30	52	82	Cirila Peklaj, Full Prof. PhD
<b>Module: Psychology of employees, organizations and systems</b>			<b>12</b>	<b>45</b>	<b>0</b>	<b>75</b>	<b>120</b>	<b>208</b>	<b>328</b>	
Employees' career development	3	C	3	10	0	20	30	52	82	Eva Boštjančič, Assoc. Prof. PhD
Environmental psychology	3	C	3	10	0	20	30	52	82	Matija Svetina, Assoc. Prof. PhD
Psychology of organizational dynamics	3	C	3	10	0	20	30	52	82	Eva Boštjančič, Assoc. Prof. PhD
Economic psychology	3	C	3	15	0	15	30	52	82	Velko S. Rus, Full Prof. PhD
<b>Module: Clinical psychology and psychotherapy</b>			<b>12</b>	<b>30</b>	<b>0</b>	<b>90</b>	<b>120</b>	<b>208</b>	<b>328</b>	
Clinical psychology and psychotherapy of children and adolescents	3	C	3	0	0	30	30	52	82	Robert Masten, Assoc. Prof. PhD
Methods and techniques of psychotherapy and psychological counselling	3	C	3	15	0	15	30	52	82	Gregor Žvelc, Assoc. Prof. PhD
Cognitive neuroscience of psychopathology	3	C	3	15	0	15	30	52	82	Grega Repovš, Full Prof. PhD
Family in stressful situation	3	C	3	0	0	30	30	52	82	Matija Svetina, Assoc. Prof. PhD

## Short presentation of individual courses



*1st semester*

### *Applied psychometrics*

Students get familiar with the classification of psychological tests and properties of a quality test. They learn how to select appropriate tests on their own. They are aware of the necessary conditions for testing. They learn how to use manual for testing when applying the test and evaluating its quality. They get acquainted with ethical principles in psychological testing. They learn how to communicate the test results to the clients and other users in an appropriate manner.

### *Applied cognitive psychology*

Students get acquainted with the applied aspects of cognitive processes in various fields of activity such as knowledge of mental models of various processes and phenomena, creation of systems and procedures of effective decision making, help with cognitive problems, prevention of errors, human-computer interaction, stimulation and development of creative thinking etc.

### *Differential psychology*

Students acquire the most important basic information about the psychological differences between individuals and groups and learn about the connection, critical judgement and use of these information. By the end of the course, students acquire the insight into the differential psychology, its goals, tasks and methods. They also get to know the most important explanatory theories and models of the conative, cognitive, personality and behavioural interindividual and intergroup differences.

### *Theories of developmental psychology*

Students deepen their basic theoretical knowledge of developmental psychology. They supplement their basic knowledge of descriptive psychology with theoretical models in the developmental psychology. They get acquainted with the basic starting points for formation of various models and psychological theories in the mental development of a person. They develop critical attitude towards various concepts and interpretations of the mental development factors.

### *Clinical-psychological diagnostics*

Students get acquainted with the bases of clinical-psychological method and the most important diagnostic approaches, with some of the major topics in clinical psychology (clinical evaluation of intelligence and personality, clinical neuropsychological evaluation, evaluation of mental retardation, specificity of the developmental-psychological diagnostics, forensic psychology, research problems in clinical psychology, ethiopathogenic research) and acquire the ability to understand these topics and connect them with the applied knowledge.



*2nd semester*

*Psycho-social relations in school*

Students obtain the basic knowledge of the psycho-social aspect of school adjustment (social motivation, behavioural competencies and class interaction), factors and types of interactions between a teacher, a student and peers in the classroom and about the research methods for these interactions. They learn how to identify social relations in the classroom, gain knowledge about student communication, methods of student guidance and conflict solving; they also learn how to suggest different pedagogical and psychological measures.

*Counselling and psychotherapy*

A course that gives the scientific basis to the field of application provides the insight into the recognised counselling and psychotherapeutic approaches, selected methods and techniques. It enables the application of the basic approaches on the level of generic psychological help within the framework of the basic psychological services, adapted to the field of occupation. Students get familiar with the basic paradigms and primary counselling and therapeutic approaches, they learn how to carry out primary evaluation procedures of personality organization, health and levels of disorder; this presents the basis for the prognostic evaluation and the decision whether the introduction into the psychotherapeutic process (and what kind of process) is indicated.

*Personnel psychology*

Through the course students get acquainted with the basic theoretical concepts and practical applications when dealing with people at work within the field of personnel psychology. Students get to know explanatory and technological theories and acquire basic diagnostic and intervention skills as well as professional and research competences in the field of personnel psychology.



3rd semester

### *Psychological aspects of psychopathology*

Students get acquainted with definitions, theories and models of pathogenesis of the selected psychological disorders, diseases or states (more recent models of occurrence and preservation of personality, psychotic, affective and other disorders; anxiety disorders, somatoform and dissociative disorders, mood disorders, eating and sleep disorders, sexual disorders and sexual identity disorders; disorders related to the psychotropic substance abuse, personality disorders, schizophrenia and other psychotic disorders, developmental disorders, cognitive disorders).

### *Organizational psychology*

Through the course students get acquainted with the basic theoretical concepts and practical applications when dealing with people at work within the field of organizational psychology. Students get to know explanatory and technological theories and acquire basic diagnostic and intervention skills as well as professional and research competences in the field of organizational psychology.

### *Elective professional modules*

#### *Module: Psychology in education*

##### *School psychological counselling*

Students get familiar with developmental characteristics of a specific age that are typical of establishing the interaction child/adolescent – adult and the various theoretical approaches, types, activities and models of school psychological counselling in general, especially in the field of vocational/career guidance, basic micro-skills in counselling, ethical principles of school counselling and evaluation of their own work.

##### *Diagnostics in education*

Students get acquainted with areas of assessment in education (determining whether the children are ready to enter school, assessment of learning achievements, interests and motivation, behaviour, personality and social adjustment, positions and values, abilities, assessment of teacher's work...) and evaluation procedures for these areas.

##### *Child in the family and nursery school*

Students get to know systematic and curricular solutions in nursery schools across Europe and in Slovenia, specificities of the nursery school as an institution and its effects on the child's development and learning, and the connection between nursery school, family environment and child's development. They are prepared for counselling for the time of child's entry to the nursery school, they get acquainted with work with children of different ages and with integration of children with special needs to the nursery schools. Moreover, they get familiar with the main theoretical approaches and models for explanation of family relations, development principles of family systems and their response in emergency situations, they learn how to use the main techniques and approaches for the evaluations of family structures and how to critically interpret the actual family relations within various theoretical models.

Module: Psychology in of employees, organizations and systems

*Employees' career development*

Students get acquainted with the following themes: internal communication in organizations, coaching, unemployment, management by objectives and other theories of leadership, education, igrification and other modern approaches, work-life balance.

*Environmental psychology*

Students get acquainted with basic questions about relations between people and their environment and with the ecological factors of working and living environment as well as their effect on the health, well-being and work performance. They gain in-depth knowledge of methods for studying the problems in the environmental psychology.

*Psychology of organizational dynamics*

Students get acquainted with the following themes: rewarding, well-being, organisation as an open system in societal and economic environment, social context as a determinant of organisational behaviour, risk groups in organisations: inclusion and discrimination prevention.

*Economic psychology*

Students acquire basic knowledge from the field of economic psychology, marketing and management. They learn how to apply the basic knowledge and skills from these fields to the various types of organizations (working, educational, healthcare organizations), institutions and social actions. They get insight into the psychological, social-psychological and sociopsychological aspects of marketing, the examination of marketing as a whole and its connection with the marketing management process. Students gain in-depth knowledge of methods of analysis for complex models of multifarious relations and their application in economic psychology.

Module: Clinical psychology and psychotherapy

*Clinical psychology and psychotherapy of childhood and adolescence*

Students gain knowledge of most frequent specific psychological problems in the early, middle and late childhood and adolescence, knowledge of factors for development of psychopathological phenomena in these periods and in the antenatal period as well as in the periods of infant and young child, specificities of diagnostic approaches in the periods of development until reaching early adulthood, basic diagnostic procedures at work with children and adolescents as well as diagnostic methods for specific syndromes.



*4th semester*

*Didactics of psychology*

Subject prepares students for the psychology teaching in secondary schools. Students gain the necessary didactic knowledge and skills for the teaching of psychology. They get acquainted with pedagogical documentation that regulates the teaching of psychology in secondary schools, with effective forms and methods of teaching and modern teaching technology. They know and use appropriate forms and methods of testing and evaluation of knowledge. They acquire the necessary knowledge and skills for independent management of the learning process.

*Psychology work practice*

Psychology work practice is a form of acquiring practical skills and knowledge through the work process. Practical work is carried out either at the faculty or in one or more external institutions. Students may choose where their work practice will be carried out on their own. The duration of the work practice is seven weeks (usually 40 hours per week). Its objective is the use and integration of the theoretical knowledge and skills that the students gained during the study of psychology in the working environment under the supervision of a competent psychologist as well as partial qualification for the provision of independent psychological services.

*Master's thesis*

In the master's thesis students perfect, upgrade and integrate competences acquired during the study of psychology. In the 3rd and 4th semester they attend the master's seminar where they make two presentations: (a) Master's thesis proposal and (b) Master's thesis. With the participants of the seminar they discuss the aspects of content and methodology of their research. In the master's thesis, under the guidance of the supervisor, they study a problem from a field of psychology in great detail; the thesis may also be interdisciplinary. The topic for the thesis is selected: (a) In consultation with the possible supervisor, (b) Among topics, approved by the chares of the Department of Psychology. After the master's thesis proposal is approved, students carry out a theoretical or empirical research, write the master's thesis, present it at the master's seminar and defend it in front of a faculty committee.



**Contact person for further information about the study programme**

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