

SIGMUND FREUD
PRIVATE UNIVERSITY
PSYCHOLOGY



Course Handbook

Master's programme in Psychology

(V1 2026)

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1 Preamble

The four-semester Master's degree programme in Psychology comprises 120 ECTS credits and leads to the academic degree Master of Science (MSc).

The Master's degree programme in Psychology is offered by the Faculty of Psychology

- at the branches Vienna and Berlin in German and in English (International Programme);
- at the branch SFU Linz in German;
- at the branch SFU Milan in Italian;
- at the branch SFU Ljubljana in Slovenian.

The requirements for admission to the Master's degree programme in Psychology are regulated in the Admission Regulations of the Faculty of Psychology under Section III, §§ 11 to 18.

The types of courses listed in the present module handbook are regulated in the Study Regulations of the Faculty of Psychology under Section III, § 10.

The corresponding examination modalities are regulated in the Examination Regulations of SFU and in Annex C specific to the Faculty of Psychology.

The Examination Regulations are available on the SFU website under "SFU Vienna", "Sigmund Freud Private University at a Glance", and "Regulations"; the Annex can be found under "Psychology", "Faculty", and "Regulations & Communications Psychology".

Abbreviations

ECTS European Credit Transfer and Accumulation System

HPW Hours per week

LE Lecture

IC Integrated course (combined lecture and exercise components)

EX Exercise

SE Seminar

IN Internship

2 Overview of Core Modules

	Module-Title	ECTS
M.3	Electives	8
M.4	Research Methods and Evaluation	12
M.5	Framework Conditions	2
M.7	Practical Training	25
M.8	Preparation and Supervision Master's Thesis	10
	Master's Thesis and Master's Examination	25

3 Description of the Core Modules

Module 3: Electives (8 ECTS)

Module components assigned to the module				
Course Type	Course Name	Teaching Term	ECTS	HPW
Depending on selected course	Title depending on choice	Winter	4	3
Depending on selected course	Title depending on choice	Summer	4	3
Type of the Module	<p>Compulsory elective module</p> <p>The elective module is designed to help students develop their individual academic profiles. Students select courses totalling 4 ECTS credits from the approved course offerings and thereby deepen their expertise in specific subject areas or interdisciplinary skills of their own choosing. The module is fulfilled by successfully completing courses totalling 4 ECTS credits from the approved elective courses. The examination format depends on the specific course type(s) selected. The specific course offerings may vary by semester and depend on the respective local courses. Detailed course descriptions, including course-specific learning outcomes, are provided in the course catalogue and available upon request via the SSC.</p>			
Requirements	None			
Workload	200 hours of workload; of which 67.5 hours are contact hours			
Position within the programme of study	Recommended: 1st and 2nd semester			
Duration	The module extends over two semesters.			
Type of Assessment	<p>The individual components of the module are graded separately.</p> <p>The examination modalities for the completion of the lecture and exercise components are defined in the Examination Regulations of SFU and in Annex C specific to the Faculty of Psychology.</p>			
Language	English			
Exchange	Courses of Module 3 are interchangeable.			
Module objectives (overall; specific learning outcomes for each course are set out on the following pages)	<p>Students are able to</p> <ul style="list-style-type: none"> • select courses from the elective subjects and integrate them into their individual study profile, • delve deeper into selected disciplinary or interdisciplinary content, • explain key concepts, methods, or issues in the chosen subject area in the context of the learning outcomes of the selected course(s), • apply acquired knowledge to questions related to their chosen area of specialization, 			

	<ul style="list-style-type: none">• reflect on the skills acquired in the elective module with regard to their further studies or potential professional specializations.
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Module 4: Research Methods and Evaluation (12 ECTS)

Module components assigned to the module				
Course Type	Course Name	Teaching Term	ECTS	HPW
IC	Quantitative Research Techniques I	Winter	3	2
IC	Qualitative Research Techniques I	Winter	3	2
IC	Quantitative Research Techniques II	Summer	3	2
IC	Qualitative Research Techniques II	Summer	3	2
Type of the Module	Compulsory module			
Requirements	None			
Workload	300 hours of workload; of which 90 hours are contact hours			
Position within the programme of study	Recommended: 1st and 2nd semester			
Duration	The module extends over two semesters.			
Type of Assessment	<p>The individual components of the module are graded separately.</p> <p>The examination modalities for the completion of the lecture and exercise components are defined in the Examination Regulations of SFU and in Annex C specific to the Faculty of Psychology.</p>			
Language	English			
Exchange	None			
Module objectives (overall; specific learning outcomes for each course are set out on the following pages)	<p>Students deepen their methodological competences in qualitative and quantitative research. They are able to interpret empirical findings on a theory-driven basis and to present them clearly and coherently in written form.</p> <p>Students further develop the capacity to critically reflect on research processes, to deal productively with methodological uncertainty, and to make professionally grounded decisions. They demonstrate independence in handling complex tasks and assume responsibility for the planning, implementation, and presentation of empirical research projects.</p> <p>They are able to justify their methodological decisions within the tension between theory, methodology, and research practice.</p> <p>In the context of group work, students are able to recognise conflicts in group processes and to address them in a reflective and solution-oriented manner (social competence).</p>			

IC Quantitative Research Techniques I

3 ECTS / 2 HPW

Course description:

Building on prior knowledge of descriptive and inferential statistics, the lecture provides an overview of multivariate statistical methods. Particular emphasis is placed on regression-analytic approaches, including their assumptions and methodological extensions, and on establishing the relationship between regression-based and variance-analytic approaches. The following methods are covered in detail: linear regression, binary logistic regression, and multinomial regression. Within the exercise components, students complete take-home assignments related to the lecture content. These assignments are to be completed independently and are then discussed in detail during the exercise sessions. The assignments comprise theoretical questions, conceptual comprehension questions, and applied tasks to be solved using SPSS, including appropriate statistical reporting.

Learning outcomes:

Students are able

- to identify central concepts, assumptions, and variants of different regression-analytic procedures,
- to explain the theoretical foundations and differences between regression-analytic and variance-analytic methods,
- to conduct and interpret simple and multiple regression analyses using SPSS,
- to analyse datasets with regard to the assumptions and applicability of regression-analytic procedures,
- to evaluate the results of multivariate analyses, such as regression coefficients, significance levels, and model fit, with respect to their statistical and substantive interpretability,
- to produce statistical reports based on their own analyses in accordance with scientific conventions, such as the APA style.

IC Qualitative Research Techniques I

3 ECTS / 2 HPW

Course description:

The course consolidates methodological knowledge acquired during the Bachelor's

programme and extends it through research-oriented practical training in qualitative methods, with a particular focus on data collection procedures. Within project-based exercise units, students independently collect data and discuss its integration into theory-driven research designs. A reflective and legally informed approach to handling sensitive data is an integral component of the course, with particular attention to ethical standards and data protection requirements in accordance with the GDPR.

Learning outcomes:

Students are able

- to identify central characteristics and quality criteria of qualitative research,
- to describe epistemological positions underlying qualitative data collection methods with regard to their scientific scope,
- to transfer different qualitative data collection strategies to concrete research projects,
- to develop a qualitative research design including an appropriate theoretical framework, a coherent research question, and a suitable data collection method,
- to critically examine ethical and data protection issues related to qualitative data collection,
- to collect qualitative data independently,
- to identify typical sources of error and bias in the planning and conduct of qualitative interviews.

IC Quantitative Research Techniques II

3 ECTS / 2 HPW

Course description:

The course builds on *Quantitative Research Techniques I* from the winter semester. In addition, AMOS is introduced as an analysis tool for complex regression-based procedures, including LISREL models. The following methods are covered in detail: cluster analysis, discriminant analysis, path models (AMOS), confirmatory factor analysis (AMOS), LISREL models (AMOS), survival analysis and Cox regression, and power analysis. In the exercise component, students complete a take-home assignment consisting of seven tasks (three theoretical tasks, two conceptual comprehension tasks, and two SPSS-based tasks) related to the lecture content.

Learning outcomes:

Students are able

- to identify central concepts, assumptions, and areas of application of advanced quantitative analysis procedures, such as path models, cluster analysis, and survival analysis,
- to explain the statistical assumptions and theoretical foundations of complex analytical procedures, such as LISREL models,
- to analyse given datasets using SPSS and AMOS in accordance with methodological guidelines,
- to structure the individual steps involved in statistical modelling, for example in path models or confirmatory factor analyses,
- to assess results obtained from different procedures with regard to model fit, statistical significance, and limitations of applicability,
- to contrast the differences between the methods covered.

IC Qualitative Research Techniques II

3 ECTS / 2 HPW

Course description:

The course builds on *Qualitative Research Techniques I* from the winter semester and aims to introduce and deepen qualitative data analysis methods through concrete research projects.

Within the exercise component, students learn to systematically prepare and analyse qualitative data and to translate their findings into theory-driven argumentative structures.

Particular emphasis is placed on reflecting on the relationship between empirical material and theory, as well as on the publication-oriented written presentation of research findings.

The aim is to produce an independent research report in the form of a journal article.

Learning outcomes:

Students are able

- to identify central qualitative data analysis methods,
- to describe the relationship between theoretical framing and the interpretative analysis of empirical material,
- to analyse qualitative data using an appropriate analytical method,
- to justify the transparency and theoretical coherence of qualitative interpretations within a research report,
- to write a scientific research report in article format based on their own data and analyses,
- to critically situate results with regard to their claims to validity.

Module 5: Framework Conditions (2 ECTS)

Module components assigned to the module				
Course Type	Course Name	Teaching Term	ECTS	HPW
LE	History of Applied Psychology	Winter	1	1
LE	Legal Framework Conditions of Psychological Occupation and Ethics	Summer	1	1
Type of the Module	Compulsory module			
Requirements	None			
Workload	50 hours of workload; of which 22.5 hours are contact hours			
Position within the programme of study	Recommended: 1st and 2nd semester			
Duration	The module extends over two semesters.			
Type of Assessment	The individual components of the module are graded separately. The examination modalities for the completion of the lecture and exercise components are defined in the Examination Regulations of SFU and in Annex C specific to the Faculty of Psychology.			
Language	English			
Exchange	None			
Module objectives (overall; specific learning outcomes for each course are set out on the following pages)	Students possess a basic understanding of the historical, ethical, and legal dimensions of professional practice in psychology. They develop the ability to reflect on and professionally contextualise ethical challenges within their societal and legal frameworks. They strengthen their capacity for judgement in dealing with normative tensions and their sensitivity to the social responsibility inherent in psychological practice. In addition, they acquire communicative and analytical competences that enable them to process legally relevant information appropriately and to present it in a clear and comprehensible manner in interdisciplinary contexts.			

LE History of Applied Psychology

1 ECTS / 1 HPW

Course description:

The course introduces the early history of the development of applied psychology in the German-speaking and international context. A central focus is the transition from the development of application-oriented concepts to the emergence of distinct professional fields for psychologists. The core aim of the course is to provide a historical introduction to ethical and moral problems associated with professional psychological practice. The course addresses the integration of psychology into the justice system, including testimony psychology and forensic diagnostics, into education, including educational psychology, the development of intelligence testing, and school psychology, into military and economic contexts through psychotechnics, into child and youth welfare, and into medical and therapeutic contexts, including the emergence of clinical psychology.

Learning outcomes:

Students are able

- to explain the problem inherent in the notion of the practical validation of psychological knowledge,
- to explain the ambiguity of the concept of the “application of psychological knowledge”,
- to describe the transition from theoretically developed application concepts to the institutional establishment of professional psychological fields,
- to illustrate historical applications of psychology in education, the justice system, the military, the economy, and psychiatry using case examples,
- to contrast similarities and differences in psychological roles across different societal domains,
- to evaluate ethical tensions in professional psychological practice within historical contexts,
- to formulate their own reflective approaches to ethical responsibility in the psychological profession on the basis of historical developments.

LE Legal Frameworks of Psychological Practice

1 ECTS / 1 HPW

Course description:

The course conveys the legal foundations of professional psychological practice in Austria, based on the Austrian Psychologists Act 2013. It addresses professional rights, duties, and professional titles, including “psychologist”, “health psychologist”, and “clinical psychologist”, as well as training and professional requirements.

Students engage with professional obligations such as documentation, confidentiality, continuing professional development, professional liability insurance, and duties to provide information. In addition, institutional structures such as the professional register, the role of the Psychologists’ Advisory Board, and distinctions from other health professions are discussed. A particular focus lies on the boundaries and interfaces between psychological and psychotherapeutic practice, taking into account current developments and transitional provisions associated with the Austrian Psychotherapy Act 2025.

Learning outcomes:

Students are able

- to identify the professional titles, qualifications, and fields of practice defined in the Austrian Psychologists Act,
- to describe central professional duties such as confidentiality, documentation, and continuing professional development,
- to explain institutional structures, such as the Psychologists’ Advisory Board and registration procedures, and their functions,
- to explain distinctions and points of transition between the Psychologists Act and the Psychotherapy Act 2025,
- to critically evaluate ethical and legal challenges in professional psychological practice using concrete case examples.

Modul 7: Practical Training (25 ECTS)

Module components assigned to the module				
Course Type	Course Name	Teaching Term	ECTS	HPW
IN	Internship	Winter	22	
EX	Supervision of Internship	Winter	3	2
Type of the Module	Compulsory module			
Requirements	None			
Workload	625 hours of workload; of which 22.5 hours are contact hours in the context of the supervision of the internship.			
Position within the programme of study	Recommended: 3rd semester			
Duration	The module extends over on semester.			
Type of Assessment	The individual components of the module are graded separately. The examination modalities for the completion of the lecture and exercise components are defined in the Examination Regulations of SFU and in Annex C specific to the Faculty of Psychology.			
Language	English			
Exchange	None			
Module objectives (overall; specific learning outcomes for each course are set out on the following pages)	Students learn to situate themselves within real work contexts, to take responsibility, and to deal professionally with complex demands and multiple perspectives. They develop the ability to critically reflect on their own actions, to engage productively with uncertainty and feedback (social competences), and to orient themselves within the tension between theoretical aspirations and practical feasibility. This includes developing awareness of their own person, attitudes, and values, recognising their position within societal and institutional contexts, understanding their professional role, and shaping the relationship between professional demands and personal lifestyle (self-competences).			

Internship

22 ECTS

During the internship, students become familiar with psychological tasks and problem situations as they arise in professional practice and, under professional supervision, work on these independently using the knowledge they have acquired to date. In addition to gaining experience in their prospective professional field and the opportunity to establish initial professional contacts, the internship primarily serves to support the development of a professional self-concept.

Learning outcomes:

Students are able

- to identify core fields of activity and tasks of professional psychological practice within their respective area of application,
- to describe work processes, professional requirements, and responsibilities at their placement institution,
- to carry out psychological activities under supervision,
- to recognise demands, conflicts, and areas of tension inherent in psychological practice in real work contexts,
- to develop ways of dealing with these demands and tensions
- to develop their own professional role within the field of practice, taking feedback, team dynamics, and ethical aspects into account.

EX Supervision of the Internship

3 ECTS / 2 HPW

Course description:

This course is designed to support the reflection of experiences gained during the internship. From the beginning of the internship, students are required to keep a reflective journal. One part of the journal consists of daily entries documenting activities carried out during the internship; in addition, students are required to provide a weekly description and reflection of a particularly significant learning experience. Within peer groups, students gain experience with the practice of intervision. A peer group consists of a minimum of three and a maximum of six participants.

Following completion of the internship, students are required to submit a written internship report.

Learning outcomes:

Students are able

- to document central professional activities and experiences from the internship in the form of a learning journal,
- to describe significant learning situations and developmental moments in written and oral form,
- to present and reflect on their internship experiences in a structured manner within intervision sessions,
- to contrast professional challenges from different perspectives within the peer group,
- to reflect on their own development over the course of the internship with regard to professional competences and role understanding,
- to produce a written internship report in accordance with formal and content-related requirements.

Module 8: Preparation and supervision of the master's thesis (10 ECTS)

Module components assigned to the module				
Course Type	Course Name	Teaching Term	ECTS	HPW
SE	Preparation Master's Thesis	Winter	5	3
SE	Research Workshop	Summer	3	2
EX	Scientific Writing	Summer	2	2
Type of the Module	Compulsory module			
Requirements	None			
Workload	250 hours of workload; of which 78.75 hours are contact hours			
Position within the programme of study	Recommended: 3rd and 4th semester			
Duration	The module extends over two semesters.			
Type of Assessment	The individual components of the module are graded separately. The examination modalities for the completion of the lecture and exercise components are defined in the Examination Regulations of SFU and in Annex C specific to the Faculty of Psychology.			
Language	English			
Exchange	None			
Module objectives (overall; specific learning outcomes for each course are set out on the following pages)	Students deepen their subject-specific and methodological competences in order to address psychological research questions in a theory-driven and methodologically sound manner, to plan and implement the research process independently, and to apply scientific standards in the conception, execution, and communication of their work in a reflective way. They are able to engage critically with feedback, to refine their arguments in scholarly discourse (communication competence), and to conduct their scientific work in a transparent and ethically responsible manner.			

SE Preparation of the Master's Thesis

5 ECTS / 3 HPW

Course description:

The seminar comprises supervision agreed with the supervisors, within which the concept, implementation, and writing of the Master's thesis are developed and supported. Students submit a written exposé that conceptualises the research design of their Master's thesis.

Learning outcomes:

Students are able

- to identify and delimit relevant problem areas from psychological research and/or practice on the basis of current academic literature,
- to critically assess the scientific feasibility of a selected topic with regard to the available literature,
- to systematically evaluate the quality and relevance of sources, including generative AI, and to select them for the research process on a reasoned basis,
- to weigh different research designs with respect to their suitability for the chosen research question,
- to make theoretically and methodologically grounded decisions regarding the planned methodological approach,
- to produce a complete written exposé that clearly demonstrates the coherence of research question, theoretical framework, and methodology,
- to independently take theoretical, methodological, ethical, and research-practical standards into account,
- to demonstrate personal responsibility and goal orientation in the planning process, in particular through realistic time planning and the timely completion of required work steps.

SE Research Workshop

3 ECTS / 2 HPW

Course description:

Within the research workshop and on the basis of their exposé, students develop a presentation on the concept and progress of their Master's thesis. They present this concept to fellow students, supervisors, and members of academic staff of the Faculty of Psychology

familiar with the respective fields of work. Discussion with peers and instructors serves to familiarise students with peer-review processes common in the academic system and to use constructive feedback to advance their own work. In addition, students are introduced to techniques of poster presentation.

Learning outcomes:

Students are able

- to present the concept and current status of their Master’s thesis in a professionally structured presentation,
- to practise presentation techniques, such as poster presentations,
- to engage with questions and criticism in the context of academic discussion in an objective manner,
- to address such feedback through reasoned argumentation,
- to provide well-founded feedback on the concepts of other students and thus contribute as critical discussion partners,
- to deepen their own modes of scientific thinking and argumentation through engagement with different projects and perspectives,
- to further develop their own knowledge-generation process through reciprocal reflection within the group,
- to deal constructively with uncertainty in the research process.

EX Scientific Writing

2 ECTS / 2 HPW

Course description:

The course conveys discipline-independent foundations of good scientific practice, particularly with regard to transparency, traceability, authorship, and the appropriate use of sources, including generative AI. Forms of scientific misconduct such as plagiarism, intellectual theft, or illegitimate authorship, as well as the corresponding procedures of the Faculty, are addressed in accordance with § 35 of the Statutes of SFU (mandatory course “Good Scientific Practice”). For the practical application of these principles, students further develop their academic writing skills using their Master’s thesis project as an example. Depending on their stage of progress, students write sections in different publication-oriented

text formats, such as literature reviews, theoretical articles, empirical articles, or methodological papers.

Learning outcomes:

Students are able

- to identify central principles of good scientific practice in accordance with § 35 of the Statutes of SFU,
- to explain forms of scientific misconduct, such as plagiarism, intellectual theft, and illegitimate authorship, using case examples,
- to explain the procedures applied at the Faculty of Psychology,
- to evaluate the quality of academic sources with regard to transparency, originality, and authorship,
- to distinguish between formal and content-related requirements of academic text formats in psychology,
- to independently write text sections in a selected scientific article format,
- to critically reflect on feedback regarding their own writing style and text structure,
- to systematically incorporate this feedback into revisions.

Master's Thesis and Exam (25 ECTS)

(1) Master's Thesis

The Master's thesis comprises 20 ECTS credits. It constitutes a qualification thesis and serves as evidence that students are able to independently investigate a relevant research question from a field of psychology using scientific methods, to present the results appropriately, and to situate them within the current state of research.

Students are able

- to formulate a theory-driven, empirically relevant research question that can be addressed using scientific methods,
- to select demanding empirical designs, including data collection and analysis methods, on the basis of the research question and in a theory-driven manner,
- to develop a methodologically sound and theoretically justified sampling strategy,
- to collect empirical data in accordance with scientific standards,
- to analyse empirical data in accordance with scientific standards,
- to interpret the analyses in a theory-driven manner,
- to present results with reference to the research question and relevant academic literature,
- to interpret results with regard to limitations and claims to scientific validity,
- to make transparent their use of digital tools, in particular generative AI,
- to critically reflect on such use in accordance with the principles of good scientific practice.

(2) Master's Examination

The Master's examination comprises 5 ECTS credits. It is conducted before an examination board consisting of two examiners and a chairperson. As a rule, the first examiner is the assessor (or supervisor) of the Master's thesis, while the second examiner is selected by the candidate from a list of authorised examiners. The examination consists of two subject-specific oral examinations in two different agreed examination areas of the degree programme. In addition, as part of the Master's examination, the Master's thesis is presented in the form of a five-minute poster presentation.

4 Overview of the Specialisation: Clinical Psychology and Public Mental Health

	Module	ECTS
M.1	Theoretical Foundations	12
M.2	Specialisation	14
M.6	Competencies	12

Module 1: Theoretical Foundations (12 ECTS)

Module components assigned to the module				
Course Type	Course Name	Teaching Term	ECTS	HPW
LE	Paradigms of Clinical Psychology	Winter	3	2
LE	Paradigms of Health Psychology	Winter	3	2
LE	Psychopathology and Classification of Psychological Disorders	Summer	3	2
LE	Psychiatric Epidemiology	Summer	3	2
Type of the Module	Compulsory module			
Requirements	None			
Workload	300 hours of workload; of which 90 hours are contact hours			
Position within the programme of study	Recommended: 1 st and 2 nd semester			
Duration	The module extends over two semesters.			
Type of Assessment	The individual components of the module are graded separately. The examination modalities for the completion of the lecture and exercise components are defined in the Examination Regulations of SFU and in Annex C specific to the Faculty of Psychology.			
Language	English			
Exchange	None			
Module objectives (overall; specific learning outcomes for each course are set out on the following pages)	<p>Students acquire a solid foundation of professional expertise by becoming familiar with the central paradigms of clinical and health psychology (biological, psychogenic, sociogenic, psychodynamic, cognitive-behavioral, humanistic, systemic), understand the concepts underlying the development and epidemiological foundations of mental disorders, and master the resulting theoretical and practical foundations of diagnostic procedures and clinical psychological interventions in accordance with the current state of the field.</p> <p>Across all courses, students further develop their methodological competence by systematically analyzing relevant factors influencing mental disorders, working through complex case vignettes in a theory-guided manner, selecting diagnostic and intervention methods in a theory- and goal-oriented manner and applying them professionally, as well as interpreting diagnostic findings in accordance with scientific quality criteria.</p> <p>With regard to the development of their self-competence, students independently manage complex learning processes and align their actions with the ideal of professional and evidence-based psychological practice.</p>			

LE Paradigms of Clinical Psychology

3 ECTS / 2 HPW

Course description:

The lecture gives an overview of different psychological approaches in their social and historical contexts: analytic, humanistic-existential, systemic, behavioral, cognitive and biological paradigms. The aim is to develop and deepen an understanding of the different styles of thinking in their history of development in clinical psychology. Critical reflection is given to the extent to which the approaches are sensitive to culture and context or contain Eurocentric ideas of illness and health or healing (with references to indigenous psychologies/community psychology).

Students are able to,

- explain key concepts, historical developments, and areas of practice in clinical psychology,
- distinguish between various clinical psychological paradigms for explaining mental disorders,
- analyze biological, psychological, sociological, and psychosocial explanatory approaches using case studies,
- explain the (scientific) theoretical foundations of the paradigms,
- compare and reflect on their a priori assumptions and implications, evaluate the relevance of the explanatory approaches derived from the paradigms for diagnostic and treatment processes.

LE Paradigms of Health Psychology

3 ECTS / 2 HPW

Course description:

The course begins with a theoretical and philosophy-of-science-based examination of the concepts of health and illness, with particular emphasis on key models and perspectives in health psychology. Building on this foundation, the course addresses psychological determinants of health and illness, especially stress and coping, motivation and health-related motivational models, and processes of emotion regulation in relation to health-promoting behaviour. Further topics include the development, implementation, and evaluation of health

psychological interventions across various fields of practice, such as prevention, health promotion, and coping with illness. In addition, the course introduces diagnostic procedures, counselling approaches, and behaviour change methods. Particular emphasis is placed on the practical application of health psychology in contexts such as clinical, educational, occupational, and rehabilitative settings.

Students are able to,

- identify and define fundamental terms, concepts, and theoretical models of health and illness,
- explain key psychological determinants of health-related behaviour, including stress, motivation, and emotion regulation,
- apply health psychological methods for prevention, health promotion, and coping with illness in different fields of practice,
- analyse psychological assessment methods, counselling concepts, and behaviour change techniques in the context of health psychological interventions,
- evaluate health psychological interventions with regard to target-group relevance, effectiveness, and theoretical grounding,
- design target group-specific health psychology programmes based on scientific models and practical requirements.

LE Psychopathology and Classification of Psychological Disorders

3 ECTS / 2 HPW

Course description:

This lecture examines different models explaining the development of mental disorders. It addresses psychosocial influences, genetic and biological factors, pre-, peri-, and postnatal influences, as well as life events and the use of psychoactive substances. Particular emphasis is placed on the broad range of possible causal factors and their interactions. Students learn to identify both the etiological and the maintaining conditions of mental disorders. Students learn about different types of disorders and how these are classified in the classification systems ICD-11 and DSM-V.

Students are able to,

- explain different models of the development of mental disorders,

- describe genetic, biological, psychosocial, and biographical factors influencing the development of mental disorders,
- analyse the interactions between different etiological conditions,
- work with the classification systems ICD-11 and DSM-V
- identify maintaining factors associated with mental disorders,
- critically evaluate etiological models based on evidence with regard to their clinical utility.

LE Psychiatric Epidemiology

3 ECTS / 2 HPW

Course description:

This course explores epidemiology of psychiatric disorders from a critical perspective understanding mental health as socially and politically shaped and as dynamic relationships between self, communities, society, nature, and environment. We examine the prevalence, disparities, and roots of disease in the population with a special focus on mental health challenges and disorders. We take into consideration the contextualization of epidemiological data locally and globally (socioeconomic, political contexts), gendered aspects, social inclusion/exclusion. Different strategies of dealing with epidemics and pandemics are taught as well as the foundations of health statistics and biostatistics. Approaches to risk assessment, security measures, and prevention complement the course.

Students are able to,

- explain central concepts and perspectives of psychiatric epidemiology, including a critical understanding of mental health as socially and politically shaped,
- describe and interpret the prevalence, distribution, and disparities of mental health challenges and psychiatric disorders in populations,
- analyse epidemiological data in relation to local and global socioeconomic, political, gender-related, and inclusion/exclusion contexts,
- apply foundational principles of health statistics and biostatistics to the interpretation of psychiatric epidemiological findings,
- evaluate strategies for dealing with epidemics and pandemics as well as approaches to risk assessment, prevention, and public health protection in the field of mental health.

Module 2: Specialisation (14 ECTS)

Module components assigned to the module				
Course Type	Course Name	Teaching Term	ECTS	HPW
IC	Medical Anthropology	Winter	3	2
IC	Global Mental Health Strategies	Winter	4	3
IC	Psychological Wellbeing	Summer	3	2
IC	Global Crises and Psychosocial Practice	Summer	4	3
Type of the Module	Compulsory module			
Requirements	None			
Workload	350 hours of workload; of which 112.5 hours are contact hours			
Position within the programme of study	Recommended: 1 st and 2 nd semester			
Duration	The module extends over two semesters.			
Type of Assessment	The individual components of the module are graded separately. The examination modalities for the completion of the lecture and exercise components are defined in the Examination Regulations of SFU and in Annex C specific to the Faculty of Psychology.			
Language	English			
Exchange	None			
Module objectives (overall; specific learning outcomes for each course are set out on the following pages)	Students advance their expertise in psychological disorders and their treatment, including sociocultural aspects and comparisons. They develop the ability to analyze biological, psychological, and social factors influencing mental health and to apply this knowledge in clinical and programmatic contexts. Students also cultivate skills in assessing risk and intervention strategies, reflect on their professional role within interdisciplinary teams, and strengthen their capacity for critical reasoning and scholarly discourse when engaging with complex case studies. Throughout their studies, particularly when addressing sensitive clinical topics, students enhance their ability to maintain professional boundaries while demonstrating empathy—an essential foundation for sustaining long-term mental well-being in their professional practice (self-competence).			

IC Medical Anthropology

3 ECTS / 2 HPW

Course description:

The course includes an introduction to medical anthropology and its relevance to the health sector. Topics include theoretical approaches to the human body that determines the human perception of the world, rituals as an integral part of biomedical practice, theoretical approaches to disease, illness, sickness, and (social) suffering as well as the influence of culture, ethnicity, and religion on the emergence, symptomatology, performance, and communication of distress.

Students are able to,

- explain key concepts, theories, and approaches in medical anthropology relevant to the health sector,
- describe how cultural, ethnic, and religious factors influence perceptions of the body, disease, illness, and social suffering,
- analyse the role of rituals and cultural practices in biomedical and health contexts,
- interpret the expression, symptomatology, and communication of distress across different cultural and social settings,
- evaluate theoretical approaches to disease, illness, and suffering with regard to their applicability in healthcare practice.

IC Global Mental Health Strategies

4 ECTS / 3 HPW

Course description:

The focus of this course are the global and sociocultural perspectives on health and health care systems. International comparisons of health policy and health care are made and the work of international organizations such as the WHO, UN, NGOs, etc. is analysed and presented by experts in the field. Topics include campaign management, lobbying and advocacy, awareness raising, mental health activism. Students learn to critically reflect concepts such as resilience and other psychosocial topics in the context of international aid and development politics.

Students are able to,

- explain global and sociocultural perspectives on health and health care systems, including key concepts in international health policy, aid, and development,
- analyse the roles and activities of international organizations such as WHO, UN, and NGOs in health care and mental health advocacy,
- compare health systems across countries and evaluate international strategies for health promotion and mental health support,
- apply principles of campaign management, lobbying, advocacy, and awareness-raising in health contexts,
- critically reflect on psychosocial concepts, including resilience, in relation to international aid, development politics, and mental health activism.

IC Psychological Wellbeing

3 ECTS / 2 HPW

Course description:

This course focuses on the defining and contextualising factors of psychological wellbeing. On a theoretical level, models and factors influencing wellbeing such as happiness, lifestyle, and resilience are addressed and put into context, and are linked with measurements of wellbeing and current research findings. Wellbeing is examined in the contexts of positive psychology, stress, health, mindfulness, and consciousness. The course spans from theoretical approaches to health psychological applications and interventions in these areas.

Students are able to,

- explain key concepts, theoretical models, and factors influencing psychological wellbeing, including happiness, lifestyle factors, and resilience,
- analyse measures of wellbeing and critically interpret current research findings,
- apply theoretical knowledge of wellbeing in contexts such as positive psychology, stress, health, mindfulness, and consciousness,
- develop and implement interventions or exercises aimed at promoting wellbeing in clinical or applied settings,
- participate and contribute in discussions, presentations, and group exercises to critically reflect on wellbeing concepts and applications.

IC Global Crises and Psychosocial Practice

4 ECTS / 3 HPW

Course description:

Students learn about conflict theories from different disciplines including psychoanalysis, political science, and sociology, relate them to each other and discuss them in light of global crises such as pandemics, climate and energy crises. The focus is on theories of structural violence and symbolic violence, psychological conflict models as well as theories from peace and conflict research. Students will also learn about instruments of conflict analysis and assessment (including psychosocial conflict analysis).

Students are able to,

- explain key conflict theories from psychoanalysis, political science, sociology, and peace and conflict research,
- relate and compare different theoretical perspectives on conflict and apply them to global crises such as pandemics, climate, and energy challenges,
- analyse concepts of structural and symbolic violence and psychological conflict models in psychosocial contexts,
- apply instruments and methods for conflict analysis and psychosocial assessment,
- critically evaluate theoretical and practical approaches to conflict in order to inform psychosocial practice.

Module 6: Competencies (12 ECTS)

Module components assigned to the module				
Course Type	Course Name	Teaching Term	ECTS	HPW
EX	Clinical Diagnostics and Assessment	Winter	3	2
EX	Intervention Methods for Individuals and Groups	Winter	3	2
EX	Health Programmes and Evaluation	Summer	3	2
EX	Clinical Diagnostics in Children and Teenagers	Summer	3	2
Type of the Module	Compulsory module			
Requirements	None			
Workload	300 hours of workload; of which 90 hours are contact hours			
Position within the programme of study	Recommended: 1 st and 2 nd semester			
Duration	The module extends over two semesters.			
Type of Assessment	The individual components of the module are graded separately. The examination modalities for the completion of the lecture and exercise components are defined in the Examination Regulations of SFU and in Annex C specific to the Faculty of Psychology.			
Language	English			
Exchange	None			
Module objectives (overall; specific learning outcomes for each course are set out on the following pages)	The courses within this module provide students with the opportunity to acquire and practically apply clinical-psychological competencies. Upon completion, students are able to conduct a comprehensive and competent clinical history (anamnesis) and derive well-founded clinical-psychological interventions from it. They are capable of performing psychological assessment and evaluation responsibly and professionally in a clinical-psychological context, and of communicating the results effectively to non-psychologists. Students also demonstrate confidence in working with different types of groups including adults, children, and teenagers in clinical settings and have developed skills in conducting and evaluating health programmes.			

EX Clinical Diagnostics and Assessment

3 ECTS / 2 HPW

Course description:

The focus of the course is on the practical application of common psychodiagnostic procedures and their integration into the psychodiagnostic process. Students develop the ability to critically assess the usefulness of the individual procedures depending on the situation as well as context and thus to carry out well-founded and responsible diagnostics.

Students are able to,

- apply common psychodiagnostic procedures in practical settings under instructor guidance,
- integrate individual assessment methods into a coherent psychodiagnostic process,
- develop practical competencies for conducting psychological diagnostics responsibly and effectively,
- critically evaluate the usefulness and limitations of diagnostic procedures in different situations and contexts,
- perform well-founded and ethically responsible psychological assessments.

EX Intervention Methods for Individuals and Groups

3 ECTS / 2 HPW

Course description:

The exercise introduces individual, group and community approaches to psychological interventions for the treatment of clinical disorders. Various paradigms and approaches in clinical psychological practice are practiced and discussed. This includes behavioural therapy, cognitive behavioural therapy, contemporary cognitive behavioural therapies, and systemic therapies. The course focuses on theoretical underpinnings, mechanisms of change and applications to psychological problems. Exercises include didactic teaching, videos, role-plays, experiential exercises, student-led presentations, and class discussions.

Students are able to,

- explain key paradigms and approaches in clinical psychological interventions, including behavioural, cognitive-behavioural, contemporary cognitive-behavioural, and systemic therapies,
- describe theoretical underpinnings and mechanisms of change for different intervention methods,
- apply intervention techniques in individual, group, and community settings through practical exercises, role-plays, and experiential learning,
- analyse psychological problems and select appropriate intervention strategies based on theory and evidence,
- participate and contribute in discussions, presentations, and exercises to critically reflect on the application of clinical psychological interventions.

EX Health Programmes and Evaluation

3 ECTS / 2 HPW

Course description:

This course focuses on contextualized approaches to needs assessment, program design, planning, and implementation as well as monitoring and evaluation of programmatic measures in mental health care and education. Examples from different contexts and geographical regions are given and discussed with regards to the establishment and development of health-related measures and the development and application of community based and participatory research methods. The course further educates students in the planning and implementation of evaluation studies, epidemiological research, and the critical reflection of Eurocentric perspectives on evidence-based science as well as the impact of (neoliberal) accountability regimes on defining objectives/outcomes and on measuring success/effectiveness.

Students are able to,

- explain key concepts and approaches in needs assessment, program design, planning, and implementation in mental health care and education,
- apply community-based and participatory research methods to the development and evaluation of health-related programs in diverse contexts,
- design and implement monitoring and evaluation studies, including epidemiological research, to assess program effectiveness,

- critically reflect on Eurocentric perspectives in evidence-based science and the influence of accountability regimes on objectives, outcomes, and success measurements,
- analyse and discuss examples from different contexts and regions to inform culturally and contextually appropriate mental health interventions.

EX Clinical Diagnostics in Children and Teenagers

3 ECTS / 2 HPW

Course description:

Course contents are the quality criteria, requirements, and procedures of clinical psychological diagnostics in children and teenagers. The course covers both performance, personality, and clinical diagnostics and considers the sensitivity of clinical diagnoses and addresses the topic of stigmatization and communication of diagnoses. Emphasis is given to the main psychological disorders in children and teenagers including autism, ADHD as well as affective, anxiety and personality disorders.

Students are able to,

- explain quality criteria, requirements, and procedures of clinical psychological diagnostics for children and adolescents,
- describe key methods for performance, personality, and clinical diagnostics in young populations,
- analyse major psychological disorders in children and adolescents, including autism, ADHD, affective, anxiety, and personality disorders,
- apply diagnostic procedures while considering sensitivity, communication, and potential stigmatization,
- critically evaluate clinical assessments and their implications for diagnosis and intervention in children and teenagers.

4 Overview of the Specialisation: Business and Economic Psychology

	Module	ECTS
M.1	Theoretical Foundations	12
M.2	Specialisation	14
M.6	Competencies	12

Module 1: Theoretical Foundations (12 ECTS)

Module components assigned to the module				
Course Type	Course Name	Teaching Term	ECTS	HPW
IC	Research Paradigms in Business and Economic Psychology	Winter	3	2
IC	Work Psychology	Winter	3	2
IC	Organizational Psychology	Winter	3	2
IC	Market and Consumer Psychology	Winter	3	2
Type of the Module	Compulsory module			
Requirements	None			
Workload	300 hours of workload; of which 90 hours are contact hours			
Position within the programme of study	Recommended: 1 st semester			
Duration	The module extends over one semesters.			
Type of Assessment	The individual components of the module are graded separately. The examination modalities for the completion of the lecture and exercise components are defined in the Examination Regulations of SFU and in Annex C specific to the Faculty of Psychology.			
Language	English			
Exchange	None			
Module objectives (overall; specific learning outcomes for each course are set out on the following pages)	In this module, students develop a solid theoretical foundation in contemporary Business and Economic Psychology, grounded in the historical development and core traditions of the discipline. They become familiar with the central research questions, paradigmatic approaches, and epistemological positions that shape theory building and empirical inquiry in economic, organizational, work, and consumer psychology. Students acquire the ability to independently analyze and critically reflect on psychological concepts, models, and theories, and gain a foundational understanding of the instruments and methods used in research and practice. The module introduces key conceptual and theoretical frameworks that enable a psychologically informed understanding of economic and organizational phenomena. Particular emphasis is placed on integrating and contrasting different perspectives, allowing students to comprehend the complexity of psychosocial processes in business environments and to develop a reflective, theoretically grounded approach to analyzing individual and organizational behaviour.			

IC Research Paradigms in Economic and Business Psychology

3 ECTS / 2 HPW

Course description:

This course introduces students to the central research paradigms and core topics in economic and business psychology. Students gain an overview of the epistemological foundations, methodological logics, empirical approaches, and ethical implications that underpin research in this field. Building on this foundation, they are guided in the development of their first research proposal in economic and business psychology. Students are supported in refining their research proposals through a blended-learning format combining online and classroom-based instruction. In addition, they are trained in constructive peer review and engage in the critical discussion of research ideas. Research proposals are presented and discussed in a round-table research meeting in week seven. Students are enabled to assess the strengths and limitations of different research paradigms and empirical approaches and to reflect on their suitability for addressing research questions in business and market contexts.

Students are able to,

- explain central research paradigms, core topics, and methodological foundations in economic and business psychology,
- develop a research proposal applying appropriate empirical approaches and ethical considerations in the field,
- critically assess the strengths and limitations of different research paradigms and methods for addressing specific business and market questions,
- engage in constructive peer review and collaborative discussion to refine research ideas,
- present and defend research proposals in academic settings, demonstrating clarity, rigor, and critical reflection.

IC Work Psychology

3 ECTS / 2 HPW

Course description:

By a blended-learning approach, students are coached to develop a state of the art understanding of the research field in work psychology. Students get an overview and understanding of the historic milestones of work psychology and are introduced to fundamentals of theories and processes in work psychology (workflow analysis, workplace design, stress and motivation, safety in the workplace, dis-occupation, etc.). They develop an understanding of the significance of the psychological fundamentals in the business environment. They discuss empirical research on psychological distress as well as the salutogenetic factors at the workplace.

Students are able to,

- explain the historical development, key theories, and fundamental processes in work psychology, including workflow analysis, workplace design, stress, motivation, and safety,
- analyse empirical research on psychological distress and salutogenic factors in the workplace,
- apply psychological principles to understand the significance of work-related factors in business and organizational contexts,
- critically reflect on the impact of workplace design and organizational processes on employee well-being and performance,
- develop a comprehensive, evidence-based understanding of the field of work psychology through blended-learning activities and discussions.

IC Organisational Psychology

3 ECTS / 2 HPW

Course description:

Students have an overview of the historical development of organisational psychology and are introduced to the organisation's central sociological, economic, and psychological theories. They understand the importance of findings from social psychological research in relation to the actions of individuals in organisations, as well as the role of power and authority in organisational processes. Students are familiar with the state of the art theories and empirical research on personnel- and leadership psychology and have a profound overview of theories and intervention techniques of conflict management in organisations.

Students are able to,

- explain the historical development and key sociological, economic, and psychological theories underpinning organisational psychology,
- analyse the influence of social psychological factors, power, and authority on individual and group behaviour in organisations,
- describe current theories and empirical research in personnel and leadership psychology,
- apply conflict management theories and intervention techniques within organisational contexts,
- critically evaluate organisational processes and interventions based on theoretical and empirical insights.

IC Consumer and Market Psychology

3 ECTS / 2 HPW

Course description:

Students gain a comprehensive overview of the theoretical foundations and historical development of consumer and market psychology, with a focus on the psychological processes underlying consumer decision-making. The course examines how companies influence purchasing behaviour through product, pricing, distribution, and communication strategies, and how consumers process information, evaluate options, and make decisions based on cognitive, emotional, and sensory factors. Students become familiar with key theories and empirical methods in consumer behaviour research and learn to apply psychological insights to marketing and consumer contexts. In addition, the course addresses current research on problematic forms of purchasing behaviour, such as compulsive buying, and encourages critical reflection on the ethical implications of influencing consumer decisions.

Students are able to,

- explain the theoretical foundations, historical development, and key concepts of consumer and market psychology,
- analyse psychological processes underlying consumer decision-making, including cognitive, emotional, and sensory influences,

- apply psychological insights to marketing strategies related to product, pricing, distribution, and communication,
- evaluate empirical research methods in consumer behaviour and critically reflect on problematic purchasing behaviours such as compulsive buying,
- critically reflect on the ethical implications of influencing consumer decisions in marketing and business contexts.

Module 2: Specialisation (14 ECTS)

Module components assigned to the module				
Course Type	Course Name	Teaching Term	ECTS	HPW
IC	Personnel Psychology	Winter	4	3
IC	Market Research – Costumer Insights	Winter	3	2
IC	Introduction in Business Administration	Summer	3	2
IC	Psychology of the Service Economy	Summer	4	3
Type of the Module	Compulsory module			
Requirements	None			
Workload	350 hours of workload; of which 112.5 hours are contact hours			
Position within the programme of study	Recommended: 1 st and 2 nd semester			
Duration	The module extends over two semesters.			
Type of Assessment	The individual components of the module are graded separately. The examination modalities for the completion of the lecture and exercise components are defined in the Examination Regulations of SFU and in Annex C specific to the Faculty of Psychology.			
Language	English			
Exchange	None			
Module objectives (overall; specific learning outcomes for each course are set out on the following pages)	This module develops advanced professional and methodological competences in key specialization areas of Business and Economic Psychology. Students acquire the ability to apply psychological theories, empirical methods, and analytical tools to organizational, market, and service-related contexts. After successful completion of the module, students are able to apply core concepts and empirical methods of personnel psychology, market research, business administration, and service psychology to practical business problems; to design, implement, and critically evaluate applied research and diagnostic processes in organizational and market contexts; to assess the appropriateness, strengths, and limitations of psychological instruments used in personnel selection and development, customer research, and service evaluation; to integrate psychological and economic perspectives in the analysis of decision-making processes at individual and organizational levels; and to communicate evidence-based insights and recommendations clearly and professionally to academic and managerial audiences.			

IC Personnel Psychology

4 ECTS / 3 HPW

Course description:

Students learn about concepts and methods of personnel psychology and acquire the skills to critically assess their relevance for addressing practical problems in human resource management in companies. They get to know central procedures of personnel selection and how to apply them in exercises. State-of-the-art methods of personnel assessment are explained including their strengths and weaknesses in relation to concrete, practical problems. Students become familiar with various instruments for assessing potential and have and test them in practical exercises. In total, students acquire the necessary basic knowledge to independently develop a design for personnel development measures adapted to specific problems.

Students are able to,

- explain key concepts, methods, and procedures in personnel psychology and their relevance for human resource management,
- apply personnel selection and assessment procedures in practical exercises,
- analyse the strengths and limitations of state-of-the-art personnel assessment methods in relation to concrete organisational problems,
- use instruments for assessing potential and develop practical solutions based on empirical insights,
- design personnel development measures independently, tailored to specific organisational needs and challenges.

IC Market Research – Costumer Insights

3 ECTS / 2 HPW

Course description:

Students gain a comprehensive understanding of market research as conducted in organizations, including current trends in applied and operational market research. They develop the ability to design and manage a market research project across all phases, from research problem definition and sampling design to the selection of survey methods and the development of questionnaires. Students are capable of identifying and framing relevant

research topics and presenting research concepts in clear and persuasive pitch presentations. They acquire solid methodological competencies to analyze research data using univariate and multivariate techniques as well as qualitative approaches, and to interpret emerging analysis trends. Finally, students are able to communicate research findings effectively through professional, state-of-the-art presentations tailored to academic and managerial audiences.

Students are able to,

- explain key concepts, methods, and current trends in applied and operational market research,
- design and manage a market research project across all phases, from problem definition and sampling to survey methods and questionnaire development,
- identify and frame relevant research topics and present research concepts effectively in pitch presentations,
- analyse research data using univariate, multivariate, and qualitative methods and interpret emerging trends in analysis,
- communicate research findings clearly and professionally to both academic and managerial audiences.

IC Introduction in Business Administration

3 ECTS / 2 HPW

Course description:

Students have a general overview of the conceptual, theoretical, and methodological foundations of business administration and know about business management and marketing's economic basics. They are introduced to the fundamentals of human resources management, understand the logic of operational cost accounting (balance sheet preparation; controlling) and are taught labour-law issues.

Students are able to,

- explain the conceptual, theoretical, and methodological foundations of business administration, including the economic basics of business management and marketing,
- describe the fundamentals of human resources management and labour-law considerations in organisations,

- apply principles of operational cost accounting, including balance sheet preparation and controlling,
- analyse basic business management and marketing problems using foundational economic and administrative concepts,
- critically reflect on the interplay between business administration, human resources, accounting, and legal frameworks in organisational contexts.

IC Psychology of the Service Economy

4 ECTS / 3 HPW

Course description:

Students can identify the psychological factors influencing the success or failure of customer contact. They know psychological concepts for the development of "customer orientation" in sales-persons. Students are introduced to the state of the art empirical findings on relevant aspects of seller-buyer interactions and are familiar with findings on the special features of services offered via the Internet or social networks (especially concerning e-Consulting). Students know how customer satisfaction can be operationalised resp. measured and can assess which psychological aspects influence the customer's evaluation of services provided.

Students are able to,

- identify psychological factors that influence the success or failure of customer interactions,
- explain key psychological concepts for developing customer orientation in sales personnel,
- analyse empirical findings on seller-buyer interactions, including considerations for digital services such as e-Consulting,
- apply methods to operationalise and measure customer satisfaction,
- evaluate how psychological factors affect customers' perceptions and assessments of services.

Module 6: Competencies (12 ECTS)

Module components assigned to the module				
Course Type	Course Name	Teaching Term	ECTS	HPW
EX	Behavioral Economics	Summer	3	2
EX	Competences in Labour Psychology	Summer	3	2
EX	Personnel Selection	Summer	3	2
EX	Competences in Organisational Psychology	Summer	3	2
Type of the Module	Compulsory module			
Requirements	None			
Workload	300 hours of workload; of which 90 hours are contact hours			
Position within the programme of study	Recommended: 2 nd semester			
Duration	The module extends over two semesters.			
Type of Assessment	The individual components of the module are graded separately. The examination modalities for the completion of the lecture and exercise components are defined in the Examination Regulations of SFU and in Annex C specific to the Faculty of Psychology.			
Language	English			
Exchange	None			
Module objectives (overall; specific learning outcomes for each course are set out on the following pages)	<p>This module equips students with advanced, practice-oriented competences for the planning, implementation, and evaluation of evidence-based psychological interventions in business and organizational contexts. Building on current research and applied case studies, students become familiar with central problem areas of business, labour, and organisational psychology, understand key paradigmatic and methodological approaches, and are able to situate their relevance and effects within broader economic, organizational, and societal contexts. They develop the ability to design, justify, and critically reflect psychological interventions drawing on behavioural economics, personnel selection, labour psychology, and organisational psychology. Furthermore, students acquire advanced skills in the professional documentation, analysis, and communication of empirical findings and intervention outcomes. They gain insight into interdisciplinary collaboration within the business environment and understand the roles and interaction of psychologists, economists, managers, and other professional stakeholders involved in the development and implementation of psychological interventions.</p>			

EX Behavioural Economics

3 ECTS / 2 HPW

Course description:

The course is an introduction to the topic of behavioural economics, as well as an in-depth study of the following topics: decision heuristics, decision process anomalies, mental accounting, nudging, the role of emotions in decision-making, behavioural economics in research: laboratory experiments, behavioural economics in practice (e.g. in companies or in the consumer world). Students are introduced to the relevant materials and taught behavioural economics's key research topics and approaches. Furthermore, they are instructed to develop their first experiments in this field. Students are supervised in developing their experiments throughout the semester in the form of a blended-learning approach (online and/or onsite meetings). Results of the experiments (group work) are presented and discussed during a one-day research workshop at the end of the term.

Students are able to,

- explain key concepts, theories, and research topics in behavioural economics, including decision heuristics, anomalies, mental accounting, nudging, and the role of emotions in decision-making,
- analyse the application of behavioural economics in research and practical contexts, such as companies and consumer behaviour,
- design and develop experiments in behavioural economics using a blended-learning approach,
- collaborate effectively in groups to conduct experiments and interpret results,
- present and critically discuss experimental findings in academic and professional settings.

EX Competences in Labour Psychology

3 ECTS / 2 HPW

Course description:

This course builds on the winter term lecture Work Psychology and provides an applied, competence-oriented deepening of central topics in occupational psychology. Students engage with current scientific literature and empirical findings on work-related psychological issues

and translate this knowledge into the development of a concrete work psychology project. Core thematic areas include job satisfaction, motivation and work–life balance, teamwork and team development, conflict management, mental health at work, leadership development, diversity management, and emerging challenges related to the future of work. In parallel to critical reading and discussion of recent research, students work in groups to design and pitch an evidence-based intervention or initiative in one applied field of work psychology, including basic project management elements. The course is designed to strengthen students' ability to bridge scientific knowledge and professional practice in organizational contexts.

Students are able to,

- explain central concepts and current research findings in occupational psychology, including job satisfaction, motivation, teamwork, conflict management, mental health, leadership, and diversity,
- analyse work-related psychological issues using empirical evidence and scientific literature,
- apply occupational psychology knowledge to develop evidence-based interventions or initiatives in organisational contexts,
- design and manage work psychology projects, incorporating basic project management principles,
- collaborate and communicate effectively in teams to pitch and justify interventions, bridging scientific knowledge and professional practice.

EX Personnel Selection

3 ECTS / 2 HPW

Course description:

Students get an overview and understanding of the implications for human resource management of the behavioural sciences, government regulations, and the elements of HR (e.g., selection, training, onboarding and development) and are familiar with the key terminology. They can apply the principles and techniques of human resource management to the discussion of major personnel issues and the solution of typical case studies.

Students are able to,

- explain the implications of behavioural sciences, government regulations, and key human resource management elements for organisational practice,
- describe core HR processes such as selection, training, onboarding, and development, including relevant terminology,
- apply HR principles and techniques to analyse and solve typical personnel issues,
- evaluate HR strategies and decisions in light of organisational and regulatory contexts,
- develop practical solutions to case studies reflecting real-world HR challenges.

EX Competences in Organisational Psychology

3 ECTS / 2 HPW

Course description:

As organisational psychology is an evidence-based discipline, i.e. all interventions have to be underpinned by research, state of the art findings (see, e.g. Journal of Occupational and Organisational Psychology) will form the basis of the course. The course will focus on the following areas of knowledge: organisational development (including communication and employer branding), diversity management and equal opportunities (especially concerning questions of gender, age and intercultural competencies), assessment centres, change management (especially focussing digitalisation), teambuilding, project management.

Students are able to,

- explain key evidence-based concepts and interventions in organisational psychology, including organisational development, diversity management, assessment centres, change management, teambuilding, and project management,
- analyse the application of state-of-the-art research findings to organisational practices and interventions,
- apply organisational psychology principles to design and evaluate interventions in areas such as communication, employer branding, and digitalisation-driven change,
- critically reflect on diversity, equal opportunities, and intercultural competencies in organisational contexts,
- develop evidence-based solutions for organisational challenges using research-informed methods and project management approaches.