

# **Study and Examination Regulations for the Master's Course Psychology focusing on Organisation – Transformation Processes in Work, Society and Environment Master of Arts (M.A.)**

## **§ 1**

### **Purview**

This set of regulations defines goals, content, and structure of the master's course in psychology (focus on organisation) as well as the requirements and process for accomplishing all necessary aspects of the master's course.

## **§ 2**

### **Program Content and Goals**

- (1) The master's course in psychology (focus on organisation) contains the following modules:
  - Module 1: Psychology as a Critical Social Science,
  - Module 2: Current Insights from Work and Organizational Psychology,
  - Module 3: Person and Organization,
  - Module 4: Environment and Society at the Intersection of Demand and Reality,
  - Module 5: Work, Health, Prevention,
  - Module 6: Counseling,
  - Module 7: Research Methods,
  - Module 8: Research and Project Workshop,
  - Module 9: Strategic Communication,
  - Module 10: Elective,
  - Module 11: Master's Thesis,
  - Module 12: Practical Internship.
  
- (2) The master's course in psychology (focus on organisation) teaches skills and knowledge in the following areas of study
  - reflexive psychology and theoretical psychoanalysis,
  - work, organisational, and economic psychology,
  - health and environmental psychology,
  - social and cultural psychology,
  - research methods.
  
- (3) The goal of this course is to enable students to critically assess the scientific principles of psychology and generate and empirically pursue their own research questions. Furthermore, this course aims to train students in the methodological and communicative competencies, which are essential tools in the fields of work, industrial, and organizational psychology, health psychology, and environmental psychology.

### § 3

#### **Structure, Outline, and Standard Period of Study**

- (1) This study course is organized into 12 modules (120 credit points, "CP") including the master's thesis and practical internship.
- (2) The standard period of study is 4 semesters (120 CP, 30 credit-hours per CP according to CP<sup>1</sup>).
- (3) See the module description for further information on content and individual class structures as well as the workload for each module (Attachment 1).
- (4) See the sample course plan for a suggested class schedule across all semesters (Attachment 2, Downloads under [www.ipu-berlin.de](http://www.ipu-berlin.de))
- (5) This course is offered as a consecutive program for graduates of bachelor's courses in psychology as well as graduates of neighboring disciplines such as economics, sociology, or political science.
- (6) In-person classes are offered during the work week.

### § 4

#### **Teaching and Learning Formats**

- (1) Lectures serve to present theories, fundamental problems, and approaches in psychology. In addition to lectures and presentations from instructors and the availability of audio and video material, teaching involves didactic principles such as student activation and the improvement of learning through small-group work, short presentations and self-reflection.
- (2) Seminars serve to deepen the examination of specific study and research areas within the point of focus. Independent contributions from students as well as encouragement towards student initiatives stand at the center of this. Reading seminars serve to support the intensive perception, interpretation and analysis of selected in-depth texts.
- (3) Research and project workshops create a context for empirical investigation of practical or conceptual/theoretical research questions, as well as the conceptualization, testing, and evaluation of practical applications in a variety of fields related to this focal point. Students work in project-oriented, self-organized groups and are supported by their instructors.
- (4) Online resources accompany and supplement classes in individual modules and/or across modules.
- (5) The teaching language in the study course is English.

### § 5

#### **Examination Commission**

The IPU Academic Senate has established an examination commission, which is responsible for the execution of examinations. Its structure and duties can be found in the IPU Framework Study and Examination Regulations.

### § 6

#### **Extent of Examination and Study Obligations**

- (1) The master's course in psychology (focus on organisation) contains a total of 120 CP credit points in the form of examination and study requirements.

---

<sup>1</sup> European Credit Transfer and Accumulation System

- (2) Examinations that accompany the classes are organized by module. Information regarding credits organized by module can be found in the module description for this study course.

## **§ 7**

### **Examination Registration**

Regarding written examinations, after completing the necessary requirements to sit an exam, students should register for the exam in the same semester and/or in the following two semesters. After this deadline, students will be automatically registered for the next examination session or submission date. Registration for an exam is possible until one week before the examination session. The necessary requirements to sit an exam will be communicated at the beginning of the respective module. For all other examination forms (i.e. presentations, papers, oral exams), the procedure for registration will be communicated at the beginning of the respective module.

## **§ 8**

### **Master's Thesis**

- (1) The time allotted for completing the master's thesis is 6 months.
- (2) The master's thesis should show that the student is capable of independently handling a research question that is relevant to their field of study and makes use of scientific/academic methods within the time allotted. The thesis should also show the student's ability to make assertions based in scientific theory and adequately present results.
- (3) The master's thesis must also include a statement, which confirms that it was completed independently and that no other people or resources were used as help.
- (4) The master's thesis will be marked by two qualified evaluators.

## **§ 9**

### **Completion of Study Course**

- (1) The study course is concluded when the required credit points according to § 3 have been completed and all module examinations have been successfully completed.
- (2) Upon completion, the graduate will receive a diploma, a certificate, a diploma supplement about the course's content and a transcript of records that includes all completed study requirements.
- (3) If the study course is not completed, the student will receive an explanation in written form.

## **§ 10**

### **Academic Degree**

Upon successfully completing all examinations, the degree "Master of Arts" (M.A.) will be granted.

## **§ 11**

### **Legitimacy of Regulations**

These regulations were agreed upon by the Academic Senate on 23.4.2021 and approved by the Berlin Senate Chancellery on XX.X.20XX<sup>2</sup>. The regulations took effect on X.XX.20XX and will be released on the IPU Berlin website.

---

<sup>2</sup> pending approval by the Berlin Senate Chancellery

**Attachment 1**  
**Master's Course Module Description**  
**Psychology – focusing on Organisation – Transformation Processes**  
**in Work, Society and Environment (Master of Arts)**

### **Preamble**

The future of work, society, and the environment requires responsible psychologists. The new organisational psychology master course at IPU Berlin focuses on psychodynamic approaches, in order to meet these challenges in all areas. Well-educated psychologists are important for understanding and designing an evolving work environment through the evaluation and mastery of the path of transformation in the work world, and through the support of sustainable corporate structures.

#### **How can psychology help shape work in a responsible way?**

Knowledge of psychology plays a central role in the development of the work world, as the human desire for belonging and social identity continue to endure. For a company to operate long-term and sustainably, it requires additional leadership abilities, which above all include social aspects, and are not limited to technical or specialized skills. Communication with teams and in teams will become increasingly important. This requires that a system, which over-values short term profits and views successes only through annual cash flow, will only be doomed to fail in the intermediate and long run. This is also being increasingly recognized from the side of the company. Organizations must deliberately be reflected in their cultures, and in adjusting to new structures must create meaningful opportunities for participation. In this way, the field of organizational development based in psychology gains meaning, especially in relation to communication and cooperation skills.

#### **Can digitalization be designed in a just and humanitarian way?**

The key role of psychology in the understanding and co-creation of the digital transition is clear, but until now has not been sufficiently recognized. It has been noted in numerous studies, that the structures of organizations as well as the demands on the workforce are changing through digital transformation. New technological possibilities not only go hand in hand with changing IT infrastructures, but additionally, there are new challenges for the relations of managers and employees regarding cooperation between colleagues in teams and with clients and other stakeholders in the community. With the help of psychodynamic approaches, working relationships between people are being taken into account.

#### **How do socially and ecologically sustainable economic systems succeed?**

The first challenge is sustainable business management. Sustainability depends not only on the internal structure and dealings of people within the business, but also on business approaches that contribute to the sustainable protection of the surrounding world. Discerning between appearance and reality with regards to sustainability is a central task of psychologists, as it is increasingly attractive for all companies to advertise their sustainability. Psychologists who have dealt with the themes of work, society, and the environment during their studies are needed in order to appraise sustainable business structures and to differentiate between actual sustainability and feigned zeitgeist phenomena.

### **Profile**

Because of societal change, the role that businesses have and should have in present-day society fall into question. Work, society, and the environment are therefore interrelated within this psychology master course. According to the recommendations from the German Society for Psychology, elements of work psychology, organizational psychology, and business psychology will be offered across the board. Psychoanalytical and humanistic approaches are to be integrated into this curriculum as well. The study course is intended to promote scientific discord about

the mentioned subject areas, as well as familiarize students with relevant occupational fields, and foster those entering the workforce through the transfer of theory and practice.

### Target Groups

The study course is designed for students who have received a bachelor's degree in psychology and who are interested in a specialization in the areas of work psychology, organizational psychology, business psychology, as well as ecological psychology. In the interest of a transdisciplinary orientation, applications are also welcome from students who have received a bachelor's degree from related areas of study, such as economic science, sociology, and political science. Indeed, we see the combination of differing perspectives, and their accompanying competencies, as a particular strength of the study program, as this is an excellent preparation for future professional practice.

### Structure, Requirements, Beginning Semester, Module System

The master's course in psychology (focus on organisation) is offered as a consecutive master's program. Successful completion of a basic study course in one of the disciplines mentioned in paragraph 3 section 5 (i.e. bachelor, master, *diploma*, *magister*, state exam) that includes at least 180 credit points is a prerequisite.

The study course begins in the winter semester. The classes offered are oriented towards the general Framework Study and Examination Regulations of IPU Berlin. Course material is based on the didactic recommendations of the IPU Berlin.

The IPU Berlin strives to increase the transparency of content and goals of study courses, mobility—i.e. between study courses—and to make the workload manageable for students and distribute it evenly throughout the standard period of study. Furthermore, the IPU sees itself as responsible for supporting students as much as possible in developing critical, reflective skills, which place people in the foreground and involve practical problem-solving, and which will be useful for later professional practice. As such, the modules cover typical areas of knowledge in practical applications as well as research and teaching, for which the students can prepare themselves accordingly. As a general rule, modules are offered on a yearly basis.

The modules are integrated here into a sample course of study, which defines the sequence of the modules. As a rule, there are no formal admission restrictions for the individual modules. As such, participation in individual modules does not require special competencies or previous knowledge.

## Module 1: Psychology as a Critical Social Science

**Module Coordinator: Prof. Dr. Christine Kirchhoff and Prof Dr. Dr. Phil C. Langer**

### Placement

This module will take place in the 1<sup>st</sup> semester and is offered on a yearly basis.

**Workload and Time Demand: 6 CP, 4 LPW (weekly credit-hours)**

### Availability

The lecture “Object, Knowledge Interests and Epistemological Methods of Psychology and Psychoanalysis“ can be taken together with other MA psychology tracks.

### Outline

1. Lecture “Social Psychology: Perspectives on Society” (2 LPW, 3 CPCP)
2. Lecture “Object, Knowledge Interests and Epistemological Methods of Psychology and Psychoanalysis” (2 LPW, 3 CPCP)

### Content

The lectures in this module cover two aspects: On one hand, paradigms of a critical socio-psychological science are developed and presented from an interdisciplinary perspective through sociology, social philosophy, political science, gender and postcolonial studies. These aspects are relevant for both reflective clinical and psychotherapeutic work as well as for perspectives grounded in work and environmental psychology. Various societal concepts will be presented and discussed in classes (i.e. Durkheim, Simmel, Weber, Fromm, Elias, Adorno, Habermas, Parsons, Luhmann, Giddens, Lasch, Bordieu, Foucault), and current societal diagnoses will be examined and questioned with regards to their theoretical assumptions and empirical foundations. From a social psychological perspective, the complex and contradictory relationship between society and subject will be brought into the foreground, experiences of social suffering will be analyzed, and opportunities for emancipatory actions will be explored. On the other hand, the lectures will cover the basic fundamentals of psychoanalytic thought as a “science of the unconscious”, especially with regards to the focus on work and environment.

Furthermore, courses will reflect on psychoanalytic theorizing in terms of the history of ideas and the sciences. They will also highlight fields of application that are outside the clinical setting.

### Learning Aims

- Students are familiar with the roots of critical psychology from “Work, Society, and Environment”.
- Students know various paradigms and theoretical foundations of critical social science, are familiar with the respective analyses of societal processes and dynamics, and can reflect on and further develop them in a social-psychological manner.
- They can show an understanding of psychoanalytic thought, particularly for its areas of discourse and transdisciplinary character
- They can deal with literature and critical discourse regarding questions pertaining to the history of science

**Examination Format, Structure, and Duration:** 30-minute oral exam

### Teaching Methods

Interactive lectures

## Module 2: Current Insights from Work and Organizational Psychology

**Module Coordinator: Prof. Dr. Thomas Kühn**

### Placement

This module will take place in the 1<sup>st</sup> semester and is offered on a yearly basis.

**Workload and Time Demand: 6 CP, 4 LPW (weekly credit-hours)**

### Availability

This module can be attended by students from other IPU master's programs as an elective if it fulfills the requirements of an elective module for that master's course.

### Outline

1. Lecture (2 LPW, 3 CP) "Current Insights from Work and Organizational Psychology"
2. Seminar (2 LPW, 3 CP) "Organization and Culture"

### Content

This module focuses heavily on the fields of reference, theories, and basic concepts of work and organizational psychology. One central point is the finding from many studies that the meaning of paid work in society as well as the structures of organizations are changing through digital transformations. These courses illustrate that psychologists serve as essential support systems for people and organizations across many fields during these structural transitions. At the same time, students will also reflect on societal dynamics in order to make efforts in developing sustainable solutions.

Through this, the transdisciplinary classes connect knowledge of cultural studies, sociology and psychology, and a variety of theoretical approaches and explanations will come into discussion. In particular, the potential for psychodynamic approaches will come into focus. Psychological knowledge is of central importance in assessing and mastering the results of digital transformations of the working world, as the human needs for belonging and social identity remain unchanged. Working in teams and the possibility of seeing oneself as a part of a team and organization will be just as important as ever. In order to create reasonable and sustainable opportunities for employee participation, organizations must become reflected in their culture.

### Learning Aims

- The students know basic terminology, central theories and fields of reference for work and organizational psychology.
- They know central societal transformation processes and their respective impacts on individuals, gainful work, and organizations. They are familiar with the current dynamics of change and the organizational motivations accomplish them.
- They can explain the meaning of organizational relationships and have basic knowledge of the relevant social and organizational psychology.
- They know central approaches of organizational development.
- They have learned essential psychodynamic explanations for organizational phenomena.
- They know the basic approaches of organizational culture.

**Examination Format, Structure, and Duration:** 30-minute oral exam or presentation including a written report (5-10 pages)

### Teaching Methods

Interactive lecture, reflection on individual experiences, case studies, reading material

## Module 3: Person and Organization

**Module Coordinator: Prof. Dr. Konrad Schnabel**

### Placement

This module will take place in the 2<sup>nd</sup> and 3<sup>rd</sup> semesters and is offered on a yearly basis.

**Workload and Time Demand: 9 CP, 6 LPW (weekly credit-hours)**

### Availability

This module can be attended as a whole or as individual classes as an elective by students from other IPU master's programs if it fulfills the requirements of an elective module for that master's course.

### Outline

1. Lecture (2 LPW, 3 CP) Personnel Management, Development, and Diagnostics
2. Seminar (2 LPW, 3 CP) Management and Leadership
3. Workshop (2 LPW, 3 CP) Diversity, Transculturalism, Interculturalism

### Content

This module reflects the diverse and changing links between personnel management and organizational structures. Thereby, theoretical perspectives result in scholastic discussions with the various fields of personnel management (i.e. recruiting, qualification, work organization, hiring, material and ideal gratification). Theoretical knowledge will connect to different organizational contexts from a practice-oriented perspective and will be deepened through examples of applications and situational practice in the seminar and workshop.

Personnel responsibility is seen as a task based on sustainability, which makes employee development possible, including a conducive organizational framework. This also includes a deeper understanding of the psychosocial dynamics and relations between individual needs from employees and organizational resources from those responsible for personnel. One specific focus is analysis of cases with aspects of diversity in multinational organizations, the communication of basic intercultural competencies and approaches to overcome stereotypically oversimplified thought patterns.

### Learning Aims

- Students can identify strengths and weaknesses of different leadership styles and assess their sensibleness in the context of a variety of organizational frameworks.
- They have knowledge of central instruments for personnel selection (i.e. self-assessment, performance tests, interviews, behavioral observation) and can use them competently.
- Students can recognize defense mechanisms and systematic distortions (biases, stereotypes, schemas) on individual and institutional levels and are familiar with intervention strategies to overcome them.
- The methods developed and applied allow students to work in a theoretically reflected manner, which is relevant for professional work in a variety of management fields, and which aims towards the lifelong development of one's own professional competencies and those of others.

**Examination:** oral exam (30 minutes), written exam (60 minutes), term paper (20-25 pages)

### Teaching Methods

Interactive lecture, seminar with self-reflection, workshop with specific training



## Module 4: Environment and Society at the Intersection of Demand and Reality

**Module Coordinator: Prof. Dr. Dr. Phil C. Langer and Prof. Dr. Thomas Kühn**

### Placement

This module will take place in the 1<sup>st</sup> and 2<sup>nd</sup> semesters and is offered on a yearly basis.

**Workload and Time Demand: 9 CP, 6 LPW (weekly credit-hours)**

### Availability

This module can be attended as a whole or as individual classes as an elective by students from other IPU master's programs if it fulfills the requirements of an elective module for that master's course.

### Outline

1. Interactive Lecture (2 LPW, 3 CP) "Environmental Psychology"
2. Seminar (2 LPW, 3 LP) "Digitalization and Sustainability"
3. Reading Seminar (2 LPW, 3 CP) "Values and Ethics in the Economy"

### Content

This module emphasizes that work, society and the environment are not simply three keywords placed next to one another. Rather, they should be regarded as systematically intertwined. From this, questions arise that have to do with matters of a sustainable economy. Sustainability therefore is reliant upon internal structures and the treatment of people within a business as well as a sustainable economic approach that protects the environment.

These classes will cover the theoretical and conceptual foundations of environmental psychology and discuss empirical pilot studies. Reflecting on the complex meanings of environmental ideas portrays an important point of contact that is also relevant for work and organizational psychology. The relationship between people, society, and the environment is illustrated from various perspectives and developed based on key concepts such as mobility, migration, inequality, conflicts contingent on resources, and climate change. One focus is also placed on transformative processes. In this regard, the question is what hopes are associated with the concept of digitization and what perspective this dispositive opens up. The ethical and moralistic intersection between practice and societal responsibility will also be points of reflection. This module will prepare students for a future in leadership and for further scholastic and scientific profiling in this field.

### Learning Aims

- Students are able to comprehend the correlation between work, environment, and society from different theoretical perspectives.
- They are familiar with the basic fundamentals and various branches of environmental psychology and can describe the relationship between work psychology and organizational psychology.
- They know various theoretical approaches for comprehending sustainability and can illuminate pros and cons from several perspectives.
- They are able to identify areas of conflict in environmental psychology and reflect on them in an ethical way.
- They are comfortable with the central consequences of digital transformation and know approaches for supporting people and organizations in accomplishing this transition as well as initiating the development of sustainable solutions by reflecting on societal dynamics.

**Examination:** presentation (30 minutes) with written report (5-10 pages) or term paper (20-25 pages)

### Teaching Methods

Interactive lecture, examination of texts and studies as well as work on case studies

## Module 5: Work, Health, Prevention

**Module Coordinator: Prof. Dr. Dr. Phil C. Langer**

### Placement

This module will take place in the 3<sup>rd</sup> semester and is offered on a yearly basis.

**Workload and Time Demand: 6 CP, 4 LPW (weekly credit-hours)**

### Availability

This module can be attended as a whole or as individual classes as an elective by students from other IPU master's programs if it fulfills the requirements of an elective module for that master's course.

### Outline

1. Lecture (2 LPW, 3 CP) "Prevention and Health Promotion Theories and Programs"
2. Seminar (2 LPW, 3 CP) "Health Promotion in Practices"

### Content

The connection between work, environment and health and the discourse surrounding work and environmental health promotion and prevention within the contexts of research, profession, and social policy serves as the focal point of this module. Students will systematically learn the basic foundations of critical health science in a work and environmental context. They will discuss various concepts and models as well as sociopolitical positions about health and illness. Using current empirical studies, they will work out possible connections between societal, environmental, and work-related developments and psychosocial, health-specific consequences for the subject. Questions of organizational well-being will also be analyzed and debated—for example, on the basis of organizations involved in humanitarian and developmental cooperation in areas of conflict, psychosocial projects for refugee aid, or psychotherapeutic work with traumatized people.

Furthermore, classes will involve critical analysis of approaches that target the individual as the responsible party and so seek to place as much value on the employee's subjective capabilities as possible. Students will develop approaches and methods of behavior and relationship prevention, for example, in the context of risk assessment of psychosocial strain. Leadership and organizational concepts will be examined, which allow for more professional freedom and flatter hierarchy, but also increase the demands for self-control. In a more environmental psychological sense, classes will investigate the possibility of developing environments that better foster health, also in terms of updating health sciences within environmental and urban psychology.

### Learning Aims

- The students are comfortable with various concepts and models of health and illness and can apply them to practical fields in the professional world.
- They can discern between political, professional, and scientific statements on professional and environmental health promotion and justify their positions in discourse.
- They can empirically research and critically judge professional and environmental conditions that are health risks or that promote health.
- They can deduce, conceptualize, analyze, and evaluate measures that promote health.
- They have the ability to question current studies in work, environment, and health, and to express their criticisms verbally as well as in written form.

**Examination:** term paper (20-25 pages) or oral exam (30 minutes)

### Teaching Methods

Interactive lecture, seminar with a focus on practical applications

## Module 6: Counseling

**Module Coordinator: Prof. Dr. Benigna Gerisch**

### Placement

This module will take place in the 2<sup>nd</sup> and 3<sup>rd</sup> semesters and is offered on a yearly basis.

**Workload and Time Demand: 6 CP, 4 LPW (weekly credit-hours)**

### Availability

The lecture "Psychosocial and Psychodynamic Counseling Concepts" can be attended together with the Clinical Psychology study track (Module 9 Prevention and Counseling). Furthermore, this module can be attended as a whole or as individual classes by students from other IPU master's programs as an elective if it fulfills the requirements of an elective module for that master's course.

### Outline

1. Lecture (2 LPW, 3 CP) "Psychosocial and Psychodynamic Counseling Concepts"
2. Seminar (2 LPW, 3 CP) "Psychosocial and Psychodynamic Counseling Techniques and Intervention Strategies"

### Content

In this module, a central element is the communication of basic knowledge and theory about the reciprocal relationship between societal transformation processes and their effects on the working world as well as individual lifestyles and their respective needs where counseling is concerned. Current concepts and intervention methods of psychodynamic counseling will be in focus, including basic psychoanalytic knowledge from interaction and relational processes within the counseling setting in the professional world.

An additional focal point is the intersection of culture, work, and the psyche. Connections between various levels of society and the tension between norms and changes in practice, for example, overburdening and potentials for pathology, will come into view, especially within the professional world. Students analyze the effect of societal processes of change on the individual within the context of current-day techniques of the self (i.e. self-optimization practices). Based on this macro-micro perspective, classes will present new conceptual and methodological approaches for analyzing the mediation of society and individual, culture, work, and psyche. Furthermore, the adoption, conveyance and development of intervention methods and techniques for counseling will also be in focus. Differences and similarities of psychotherapeutic and counseling techniques in clinical environments and non-clinical work environments will be worked through and critically reflected upon.

Students will master psychosocial competencies for creating constructive counseling processes in a variety of working contexts and cultures, especially including socio-cognitive abilities such as adopting another's perspective and empathy, self-reflection and moral reasoning, as well as knowledge of the central psychodynamic categories. With the inclusion of psychodynamic counseling practices, the central psychoanalytic paradigms and power factors in counseling processes like scenic understanding, reenactment of unconscious dynamics in groups, transference and countertransference, projective identification, etc. will be taught and practiced.

### Learning Aims

- The students have sufficient knowledge of theoretical basic, models, and methods of psychosocial and psychodynamic counseling in the professional world.
- Students have expanded their socio-cognitive competencies and abilities in order to create counseling relationships in diverse professional environments

**Examination:** term paper (20-25 pages) or presentation (30 minutes) with a written report (5-10 pages)

### Teaching Methods

interactive lecture involving individual experiences, group work with role play, training based on video material

## Module 7: Research Methods

**Module Coordinator:** Prof Dr. Lars Kuchinke and Prof. Dr. Thomas Kühn

**Placement:** This module takes place in the first semester.

**Workload and Time Demand:** 9 CP, 6 LPW (weekly credit-hours)

### Availability

The lecture "Research Methods I" can be attended with other master psychology tracks (Module 7: Research Methods).

### Outline

1. Lecture (2 LPW, 3 CP) "Research Methods I"
2. Lecture (2 LPW, 3 CP) "Research Methods II"
3. Seminar (2 LPW, 3 CP) „Advanced Research Methods“

### Content

Building on the bachelor level foundations in psychological methodology, this module will deepen the students' knowledge and abilities in research methods. It will include work with methodological, systematic, and practical research questions in qualitative and quantitative social research as well as in the potential for triangulation and mixed-methods approaches. This is also bound together with reflections on various positions in scientific theory. There are two points involved: first, the deepened knowledge of methods of process and evaluation research (including single-case analysis and meta-analysis) as well as further multivariate statistic systems (among others, ANCOVA in the context of generalized linear models, mixed models) and work with missing data (imputations). Second, this module works with groundbreaking studies as well as central testing and evaluation methods in qualitative research. This especially includes working with various forms of qualitative interviews, group discussions, ethnographic approaches and discourse analysis. One particular focus is reflecting on the tenets and approaches of hermeneutical processes as well as practicing them. In this context, the possibilities and limits of digitally accessible data, survey resources, and evaluation tools will also be discussed.

### Learning Aims

- Students have advanced knowledge of evaluation research methods and the methodological competencies to plan and execute an empirical quantitative study.
- They develop a critical stance on the complexity of multi-methodological research and the analysis and interpretation of research studies.
- Students are able to conceptualize qualitative studies and are familiar with the relevant and necessary foundations for testing and evaluation.
- They are capable of comparing qualitative and quantitative approaches with each other and with various epistemological foundations. They can reflect on advantages and disadvantages of mixed-method approaches and demonstrate different modes of connection.

**Examination:** written exam (90 minutes)

### Teaching Methods

interactive lecture; seminar with independent work on practice examples of diverse methods and paradigms, training in computer programs

## Module 8: Research and Project Workshop

**Module Coordinator: Prof. Dr. Christine Kirchhoff, Prof. Dr. Thomas Kühn and Prof. Dr. Lars Kuchinke**

### Placement

This module takes place in the 2<sup>nd</sup> and 3<sup>rd</sup> semesters and is offered on a yearly basis.

**Workload and Time Demand: 8 CP, 8 LPW (weekly credit-hours)**

### Availability

Both workshops can be attended together with other tracks of the psychology master's program (Module 6 or 7: Research Methods).

### Outline

The Research and Project Workshop takes place in the form of one seminar over two semesters (2<sup>nd</sup> semester: 4 LPW, 4 CP; 3<sup>rd</sup> semester: 4 LPW, 4 CP).

### Content

This module provides the opportunity to deepen one's knowledge about qualitative or quantitative research approaches and builds on the Module 3 (Research Methods). In the context of "learning through research" students will conceptualize a research project in small groups under the guidance of their instructors. They will reflect and discuss their methods in their seminar groups (selecting the subject, research interests, preparing and using current research, research questions, techniques, selecting a method, forming their presentation and results). Subsequently, the project will be conducted, assessed, and presented within the seminar.

The various research projects will be dedicated to the specific focuses of the study course and will be grouped under a main topic. The projects will be completed in small groups.

### Learning Aims

- The students can develop research projects and plan and execute the individual research steps.
- They have acquired the ability to present and reflect on the requirements of the selected approach and individual procedural and assessment steps.
- They can communicate the research process and results in written form.
- In working as a team, the students develop competencies in planning, agreement, and conflict management under the supervision of their instructors.

**Examination:** presentation (30 minutes) and written report (5-10 pages) of research project

### Teaching Methods

conceptualization and execution of independent research projects under instruction; presentation of individual steps (research design, results) as well as written reporting on a research project in the form of a term paper; connection of theory (literature review and analysis of the current state of research in the field) and empirical practice

## Module 9: Strategic Communication

**Module Coordinator: Prof. Dr. Thomas Kühn**

### Placement

This module is offered in the 3<sup>rd</sup> semester and is offered on a yearly basis.

**Workload and Time Demand: 6 CP, 4 LPW (weekly credit-hours)**

### Availability

This module can be attended by students from other IPU master's programs as an elective if it fulfills the requirements of an elective module for that master's course.

### Outline

1. Interactive Lecture (2 LPW, 3 CP) "Discourse, Communication, and Marketing Psychology"
2. Seminar (2 LPW, 3 CP) "Psychological Market, Marketing and Consumer Research"

### Content

This module focuses on conveying the meaning of narration, their perspective, and their discursive significance. This takes place on the basis of insights in social psychology and communication psychology as well as sociological, linguistic, and political approaches. This is built upon by presenting and practicing methods including research in markets, marketing, and consumerism and discussions based on case examples.

Establishing narratives in the context of storytelling and dealing with the strategic communication based on them has several prerequisites. They include psychologically-based analyses related to accelerating changes in the market (i.e. brand omnipresence, the changing relationship between people and technology, etc.) at the intersection between work and organizational psychology (i.e. employer branding), business administration (marketing) and a more social psychological/sociological analysis of society (i.e. the meaning of market policies in a competitive society). The discussions in this module enable students in two ways: on one hand, in the context of critical inspection of a rather manipulative psychological attitude, in exposing hypocritical communications strategies oriented towards sustainability, and on the other hand, being able to handle tasks in strategic communication in an organizational setting with a well-trained, ethically-reflective attitude.

### Learning Aims

- The students understand the basic meaning of narration within societal discourse.
- They are able to discern between different modes of corporate communication and to question the relationship between appearance and reality.
- They are able to support organizations based on their own critical standpoint in developing strategic communication.
- They know the foundations of marketing and PR work.
- They are familiar with the intersection of personnel psychology, organizational psychology and marketing.
- They are aware of the different methods of qualitative marketing and consumer research and can use them for their own project concepts.

**Examination:** oral exam (30 minutes, presentation (30 minutes) with written report (5-10 pages), or term paper (20-25 pages)

### Teaching Methods

interactive lecture, case studies, reading material

## Module 10: Elective

<b>Module Coordinator: Prof. Dr. Birgit Stürmer</b>
<b>Placement:</b> This module takes place in the 1 <sup>st</sup> and 3 <sup>rd</sup> semesters.
<b>Workload and Time Demand: 10 CP, 8 LPW (weekly credit-hours)</b>
<b>Availability</b> This module can be structured out of a module or module courses from other master's programs at IPU in the workload and breakdown provided, as long as the courses are eligible to be attended as electives (see the module descriptions for the other master's courses or the course catalogue). After submitting a request to the module coordinator, students can attend modules from master's programs at other Berlin universities, as long as examinations can be completed there.
<b>Outline</b> The module is made up of a lecture and related seminar each from modules in other master's programs (see Availability). <ol style="list-style-type: none"><li>1. Lecture 1 (2 LPW, 2 CP)</li><li>2. Seminar 1 (2 LPW, 3 CP)</li><li>3. Lecture 2 (2 LPW, 2 CP)</li><li>4. Seminar 2 (2 LPW, 3 CP)</li></ol>
<b>Content</b> Information on the content of individual classes or modules can be found in the module descriptions for the respective study courses.
<b>Learning Aims</b> <ul style="list-style-type: none"><li>• Learning aims are oriented towards those found in the module descriptions of the other master's courses.</li><li>• Furthermore, students can create a connection to the other study courses.</li></ul>
<b>Examination</b> Examinations must be completed for both modules, to which the classes belong. The other master's courses decide on the form of examination. Both examination results will be averaged to form the mark for this module.
<b>Teaching Methods</b> The methods are defined in the module descriptions for the other master's courses.

## Module 11: Master's Thesis with Research Colloquium

**Module Coordinator: Prof. Dr. Birgit Stürmer**

**Placement:**

This module serves as the conclusion of the psychology master's course. Successful completion of the other modules, except for the electives, is a prerequisite. It takes place in the 4<sup>th</sup> semester.

**Workload: 30 CP**

**Availability**

Other master's courses define their own criteria for the master's thesis module. As such, this module can only be attended by students in this course.

**Outline**

1. Writing the master's thesis
2. Accompanying research colloquium (1 LPW).

**Content**

Independent academic work on a self-chosen topic from the study course's focus, theoretical examination of a mental or emotional issue or empirical investigation using qualitative or quantitative methods, regular participation in the research colloquium

**Learning Aims**

- Students are able to use and assess their own knowledge base to pursue an original research question.
- They can work out the state of current research and theory with the help of scientific research, develop and structure a topic in the form of an exposé, and develop their own position on a theory or empirical fact.
- They are able to independently present their own scientific purpose, its methodological execution and assessment and present results.
- They can take in various perspectives of individual and societal situations and develop a reflected position within scholarly discourse.



## Module 12: Practical Internship

**Module Coordinator: Prof. Dr. Birgit Stürmer**

**Placement:**

The internship should take place in the 2<sup>nd</sup> and 3<sup>rd</sup> semesters of the full-time course. It can be completed parallel to classes or as a block during semester breaks.

**Internship Regulations:**

This module is made up of 15 CP, which includes 450 credit-hours. From this total, 330 hours should be spent in the practical or research-oriented internship. These 330 hours count for 11 CP. Another 3 CP are applied to the time required to write the internship report. 1 CP is applied to the report feedback with the internship supervisor.

**Workload: 15 CP**

**Availability:**

Other master's courses define their own criteria for the master's thesis module. As such, this module (internship) can only be attended by students in this course.

**Content**

In their internships, students should get to know the position and responsibilities of a psychologist in an applied or research field related to work, society and/or environment, and they should also experience the demands of this professional field. Students should have the opportunity to try out the competencies and abilities they have acquired during their studies and bring the experiences from the internship into their future studies.

The internship should be conducted in an area of an organisation that requires use of the knowledge gained from this program's focus, or one that conducts research relevant to the program's focus. The internship coordinator will decide if a position is suited for this internship. Furthermore, it is also possible to complete a research internship in place of a practical internship, in which the student participates in research project related to the program's focus with a psychologist at IPU or at another university. However, the IPU recommends completing at least part of the total internship in an applied field. Internships abroad are also a possibility, but they generally require a longer planning phase and should be discussed with the internship coordinator in a timely manner.

Before beginning the internship, students must receive a written confirmation from the internship coordinator that their chosen position is suited for an IPU internship. The student selects a professor or research fellow as an internship supervisor and together they compose the main question or topic for the internship report. The internship supervisor will advise the student during the internship, reads the internship report, and provides an evaluation during a meeting with the student.

**Learning Aims**

During their internships, students should become familiar with the areas of application for their study course and experience practical or research-oriented skills, abilities, and competencies in the professional application of psychological techniques.

**Teaching Methods**

The internship must be led by a psychologist on site. The student may select an internship supervisor from the IPU teaching staff.

**Examination**

The module is completed successfully if the internship report is accepted by the student's internship supervisor at IPU and the supervisor confirm to the internship coordinator that it was completed successfully.