

## Master Psychology – Clinical Psychology Focus (Master of Arts)

### Module Descriptions

**Attachment to Study Regulations dated 1.4.2017 and Exam Regulation dated 26.3.2016**

**(Version dated 1.4.2017)**

By designing its modules conceptually, the IPU is striving to enhance the transparency of both the content and aims of the studies, facilitate the planning of mobility options – also between study courses for instance – together with the workload for the students, and space this out uniformly over the study course to the greatest extent possible. Furthermore, the IPU regards itself as being committed to its goal of supporting the development of critically reflective professional skills which centre on the human, matched by specialist practical, problem-solving abilities. Thus, wherever possible, the modules should reflect and map typical tasks and areas of work – in terms of practical applications or in research and teaching – and prepare the students for these responsibilities.

As a rule, the modules are taught in a timeframe extending over two semesters at the most; one exception to this is the MA Psychology part-time study course with its clinical psychology focus, in which the modules are taught over a longer time period corresponding to the halved workload of the students. The modules are provided in annual or six monthly cycles.

The modules for all the study courses are integrated into a representative study schedule which provides an intelligent chronological sequence for the modules. However, fundamentally there are no formal course admission restrictions generally. Accordingly, no specific prior competencies or knowledge are required in order to attend modules in a study course.

#### Allocation of Modules to Study Areas

I Theoretical Psychoanalysis, Epistemology and Subject Theory	Module 1 History of Science of Psychoanalysis in the Context of Establishing Psychology as a Science Module 8 Psychoanalysis in the Discourse within the Humanities and Cultural Studies Field
II Social Psychology	Module 2 Social Psychology Studies
III Developmental Theory, Developmental Pathology, Disorder Studies	Module 3 Developmental Psychology Module 4 General and Special Disorder Studies
IV Diagnostics, Intervention	Module 5 Psychological Diagnostics Module 6 Intervention Module 9 Prevention and Counselling Module 10 Compulsory Elective Subject
V Application-oriented Research Methods	Module 7 Research Methods

<b>Module 1</b>	<b>History of Science of Psychoanalysis in the Context of Establishing Psychology as a Science</b>
<b>Module Coordinator/Responsibility:</b> Prof. Dr. Christine Kirchhoff	
<b>Timeframe:</b> The Study Area I "Reflexive Psychology: Theoretical Psychoanalysis, Epistemology and Subject Theory" consists of Module 1 and Module 8. The aim is to study Module 1 in the first and second semester.	
<b>Workload 6 ECTS credits, extent 4 LPW</b>	
<b>Structure</b>	
The module consists of	
<ol style="list-style-type: none"> <li>1. One Lecture (2 LPW, 3 ECTS credits) "Object, Knowledge Interests and Epistemological Methods of Psychology and Psychoanalysis",</li> <li>2. One Seminar (2 LPW, 3 ECTS credits) on the Lecture (with same name).</li> </ol>	
<b>Content</b>	
<p>The module assumes psychoanalytical-depth psychology approaches embedded in the object formation and knowledge route history of science and ideas to the psychological and philosophical bodies of knowledge. The specifics of the psychoanalytical knowledge situation forms the reference. The theory history development of these approaches in relation to their discursive conditions and circumstances is conveyed.</p> <p>Knowledge interests, methods to acquire knowledge and ways to form knowledge in psychology and psychoanalysis. A definition of the singularity of psychoanalytical thinking and a differentiation with the other psychological disciplines. Basic concepts of psychoanalytical metapsychology: Specification outline of term logic structure(s) and functional definition. Fundamental aspects of concept research. Diversifications in object formation: Overview of classic theoretical positions together with their discursive backgrounds and history of impacts (British and French theory constructions; developments in American psychoanalysis, etc.). Reflection on the conditions in history of science analyses.</p>	
<b>Learning Aims</b>	
Embed specific psychoanalytical characteristics in a greater history of science context. Develop a basic understanding for the specific object of psychoanalysis, for the development of its bodies of knowledge and for the processes for gaining knowledge developed both in and with it. Gain a textual-critique handling of literature and a discursive-critique attitude in relation to history of science issues.	
<b>Teaching Methods</b>	
Interactive lecture	
Seminar	
<b>Examination Procedure</b>	
Term paper or presentation with written composition	

Module 2      Social Psychology Studies	
<b>Module Coordinator/Responsibility:</b>	Prof. Dr. Dr. Michael B. Buchholz
<b>Timeframe:</b>	The aim is to study Module 2 in the first and second semester in the fulltime study course, and in the first and fourth semester in the part-time study courses.
<b>Workload 6 ECTS credits, extent 4 LPW</b>	
<b>Structure</b>	<p>The module consists of</p> <ol style="list-style-type: none"> <li>1. One Interactive Lecture (2 LPW, 3 ECTS credits) "Drive and Emotion, Perception, Thinking and Speaking, Memory",</li> <li>2. One Interactive Lecture (2 LPW, 3 ECTS credits) "Social Psychology and Microsociology of Human Interaction".</li> </ol>
<b>Content</b>	<p>The module consolidates the students' knowledge about the theories and methods of social psychology, the reciprocity of bodily perception and the formation of language, and provides an introduction to the microsociology of conversation.</p> <p>Taking a presentation and critique of essentialist and drive theory concepts as a basis, the module develops the importance of the context of social and especially "early" interaction. The human body is socialised here and physicality is perceived. Utilising modern theories on "embodiment", and especially those from cognitive linguistics, the intention is to illustrate to the students how even social conversation still contains bodily schematics especially in the gestures and how speaking develops from gestures and sounds. The body becomes recognisable as a location of profound social practices – punishments, fashion, eating disorders, tattoos, looks. Important social psychology experiments (Milgram, Ash, Zimbardo, among others) demonstrate to the students how physicality is designed and controlled socially.</p>
<b>Learning Aims</b>	Achieve familiarisation with the complexity of social psychological processes and details, increase awareness for the microstructure of linguistic and bodily interactions
<b>Teaching Methods</b>	Interactive lectures, convey social psychological knowledge by means of small exercises and instructional films
<b>Examination Procedure</b>	Term paper

Module 3      Developmental Psychology	
<b>Module Coordinator/Responsibility:</b> Prof. Dr. Annette Streeck-Fischer	
<b>Timeframe:</b> The Study Area III "Developmental Psychology, Developmental Psychopathology, Disorder Studies" consists of Module 3 and Module 4. The aim is to study Module 3 in the first and second semester.	
<b>Workload 6 ECTS credits, extent 4 LPW</b>	
<b>Structure</b> The module consists of <ol style="list-style-type: none"> <li>1. One Lecture (2 LPW, 3 ECTS credits) "Developmental Theories"</li> <li>2. One Seminar (2 LPW, 3 ECTS credits) "Developmental Psychopathology".</li> </ol>	
<b>Content</b> The module conveys an overview of theories and methods in developmental psychology, developmental psychopathology, as well as psychoanalytical development theories and methods.  Theories on the changes in various stages in life (Piaget, Post-Piaget, Havighurst, Noam), methods (longitudinal, cross-sectional strategies, sequence plans); development and course of mental deviations and disorders, protection and risk factors; psychoanalytical development theories (S. Freud, A. Freud, M. Klein, Erikson, Bion, Mahler, Kohut, Bowlby, Stern, Fonagy, Gergely), methods (infant and child observation, longitudinal studies, development profile, OPD-KJ)	
<b>Learning Aims</b> Achieve familiarisation with the complexity of normal and deviating developmental processes, as well as a critique of phase models, normative developmental targets, linearity ideas, false pathomorphic and adultomorphic conclusions during reconstruction	
<b>Teaching Methods</b> Convey developmental psychology knowledge on the basis of instructional films from infant and attachment research	
<b>Examination Procedure</b> Written test or term paper or presentation (with written composition)	

<b>Module 4      General and Special Disorder Studies</b>
<b>Module Coordinator/Responsibility:</b> Prof. Dr. Lutz Wittmann
<b>Timeframe:</b> The Study Area III "Developmental Psychology, Developmental Psychopathology and Disorder Studies" consist of Module 4 and Module 3. The aim is to study Module 4 in the first and second semester in the fulltime study course, and in the second to the fourth semester in the part-time study course.
<b>Workload 9 ECTS credits, extent 6 LPW</b>
<p><b>Structure</b></p> <p>The module consists of</p> <ol style="list-style-type: none"> <li>1. One Lecture (2 LPW, 3 ECTS credits) "General Disorder Studies",</li> <li>2. One Seminar (2 LPW, 3 ECTS credits) "General Disorder Studies",</li> <li>3. One Seminar (2 LPW, 3 ECTS credits) "Special Disorder Studies".</li> </ol>
<p><b>Content</b></p> <p>The module conveys knowledge about the clinical psychological and neurobiological classifications and diagnoses, together with the concepts and findings from mental disorders, while permitting a comparison with the concepts of general and special psychoanalytical disorder studies.</p> <p>Learning theory and cognitive paradigms in psychopathology, classifications and diagnostics (DSM-IV, ICD-10), clinical data survey methods, mental disorders (anxiety disorders, somatoform disorders, affective disorders, personality disorders, substance-induced disorders, sexual disorders, schizophrenia)</p> <p>General psychoanalytical disorder studies: Trauma and conflict, unconscious fantasies, development impairments, structural deficits, defence and coping, special psychoanalytical disorder studies: Psychoneuroses, personality disorders, somatoform disorders, psychomatoses, posttraumatic disorders</p>
<p><b>Learning Aims</b></p> <p>Become familiar with the most important concepts; compare psychological/neurobiological theories with psychodynamic theories in disorder studies; achieve familiarisation with the differences and commonalities in the learning theory/cognitive and psychodynamic conceptualisation of diseases</p>
<p><b>Teaching Methods</b></p> <p>Interactive lecture with self-awareness sections; seminars with processing of clinical pictures independently by the students, e.g., on the basis of films and examples from literature, as well as developmental psychology subjects on the basis of instructional films from infant and attachment research. With the integration of eLearning elements (Psychopathology Taught Online – PTO)</p>
<p><b>Examination Procedure</b></p> <p>Written test or term paper or presentation (with written composition)</p>

Module 5      Psychological Diagnostics
<b>Module Coordinator/Responsibility:</b> Prof. Dr. Konrad Schnabel
<b>Timeframe:</b> The Study Area IV "Diagnostics, Intervention" consists of the Modules 5, 6, 9 and 10. The aim is to study Module 5 in the first and second semester in the fulltime study course, and in the second to the fourth semester in the part-time study course.
<b>Workload 9 ECTS credits, extent 6 LPW</b>
<p><b>Structure</b></p> <p>The module consists of</p> <ol style="list-style-type: none"> <li>1. One Lecture (2 LPW, 3 ECTS credits) "Psychological Diagnostics",</li> <li>2. One Seminar (2 LPW, 3 ECTS credits) "Psychological Diagnostics",</li> <li>3. One Workshop (2 LPW, 3 ECTS credits) "Psychological Diagnostics".</li> </ol>
<p><b>Content</b></p> <p>The module conveys knowledge and skills in psychological diagnostics and a comparison with psychodynamic methods.</p> <p>Psychological methods in diagnostics: Performance diagnostics, interview methods, self and external assessments, special aspects of test theory and construction</p> <p>Diagnostic methods for therapy planning: Problem analysis, random sample approach, analysis, diagnosis of the behaviour and reaction repertoire, functional analysis, cognition analysis, motivation analysis, relationship analysis, planning analysis (Grawe and Caspar)</p> <p>Further methods for gaining information: Exploration, behaviour observation (time sampling, event sampling, role-plays, behavioural tests (with exploration of concrete everyday situations), questionnaires, preparing diagrams and keeping log books/diaries, psychophysiological data collection methods (ECG, EMG, EEG, SRR, SCR)</p> <p>Psychoanalytical methods in diagnostics: Fundamental elements of psychoanalytical diagnostics, such as scenic comprehension, role receptivity, transference and countertransference, as well as Operationalised Psychodynamic Diagnostics (OPD), focus determination (HUSS/HSCS)</p>
<p><b>Learning Aims</b></p> <p>Achieve familiarisation with psychological diagnostic thinking as well as with genuinely psychoanalytical thinking and feeling in relationship processes, become familiar with unconscious exchange processes in diagnostic dyads, operationalised diagnostic systems</p>
<p><b>Teaching Methods</b></p> <p>Interactive lecture with self-awareness sections; seminar with processing of diagnostic standard situations and scenes independently by the students on the basis of role-plays, practising of psychological and psychodynamic diagnoses working in small groups, when attached to clinics and observation units in out-patient services</p>
<p><b>Examination Procedure</b></p> <p>Written test or term paper or presentation (with written composition)</p>

Module 6      Intervention
<b>Module Coordinator/Responsibility:</b> Prof. Dr. Andreas Hamburger
<b>Timeframe:</b> The Study Area IV "Diagnostics, Intervention" consists of the Modules 5, 6, 9 and 10. The aim is to study Module 6 in the first and second semester in the fulltime study course, and in the first, third and fifth semester in the part-time study course.
<b>Workload 9 ECTS credits, extent 6 LPW</b>
<p><b>Structure</b></p> <p>The module consists of</p> <ol style="list-style-type: none"> <li>1. One Seminar (2 LPW, 3 ECTS credits) "Introduction to Psychotherapeutic Intervention",</li> <li>2. One Interactive lecture (2 LPW, 3 ECTS credits) " Introduction to Psychotherapeutic Intervention ",</li> <li>3. One Seminar (2 LPW, 3 ECTS credits) "Paradigms of Psychotherapeutic Intervention".</li> </ol>
<p><b>Content</b></p> <p>The module conveys fundamental knowledge and basic competencies in psychotherapeutic intervention. An overview of the paradigms of psychotherapeutic and psychoanalytical intervention, as well as an overview of the historical development of the pluralism of schools within clinical psychology and psychoanalysis: Classic behavioural therapy, cognitive behavioural therapy, client-centred psychotherapy, humanistic psychotherapy, systemic therapy; depth-psychology based psychotherapy, analytical psychotherapy, analytical counselling and focal therapy, analytical group therapy, adult, child and adolescent psychotherapy</p> <p>Consolidation of the behavioural therapy methods: Classic or respondent conditioning (Pawlow, Wolpe), operant or instrumental conditioning (Thorndike, Skinner), principles of behaviour modification, stimulus or attraction control, model learning or social learning, self-control, self-regulation, self-management, principles of cognitive behavioural therapy, selective attention, locus of control and perceived self-efficacy, dysfunctional thought processes</p> <p>Consolidation of the depth-psychology based and analytical psychotherapy methods: Introduction to basic and specific essential terminology in psychotherapeutic work and the implicit techniques: Including the setting, diagnostics, frequency, indications, therapy aims; training socialisation, gender of the therapists, standards in therapeutic work; overview of the ethics guidelines; empathy, neutrality, abstinence of the therapist; technique; working with the unconscious, regulating relationships, meaning, processing work, insights, countertransference, strengthen ego functions, clarifying, confronting, corrective emotional experiences, mentalisation, process monitoring, role responsiveness, scenic comprehension, transference</p>
<p><b>Learning Aims</b></p> <p>To be able to differentiate between various psychotherapeutic and psychoanalytical interventions; become competent in the interpretation of diagnostic findings and their implementation in counselling and therapy</p>
<p><b>Teaching Methods</b></p> <p>Convey intervention methods on the basis of practical examples from outpatient services or using video footage, practising role-plays</p>
<p><b>Examination Procedure</b> Written test or term paper or presentation (with written composition)</p>

Module 7      Research Methods
<p><b>Module Coordinator/Responsibility:</b> Prof. Dr. Dr. Horst Kächele</p>
<p><b>Timeframe:</b> The Study Area V "Application-oriented Research Methods" consists of the Module 7. The aim is to study Module 7 in the first to the third semester in the fulltime study course, and in the third to the sixth semester in the part-time study course.</p>
<p><b>Workload 18 ECTS credits, extent 8 LPW</b></p>
<p><b>Structure</b></p> <p>Module 7 is organised in</p> <ol style="list-style-type: none"> <li>1. One Lecture (2 LPW, 3 ECTS credits) "Introduction to Research Methods"</li> <li>2. One Seminar (2 LPW, 3 ECTS credits) "Introduction to Research Methods"</li> <li>3. The Research Workshop I (2 LPW, 6 ECTS credits)</li> <li>4. The Research Workshop II (2 LPW, 6 ECTS credits)</li> </ol>
<p><b>Content</b></p> <p>The module conveys research methodology knowledge and skills in diagnostics, developmental psychology on a cross-sectional and longitudinal basis, in health care epidemiology, in comparative result and process research, in experimental designs, as well as in pure psychology research in the lab.</p> <p>An overview of various philosophy of science positions in the 20<sup>th</sup> century (neo-positivism, critical rationalism, critical theory, hermeneutics, coherence theory, pluralism); methods in hermeneutics and depth hermeneutics, intentional and scenic comprehension, practical syllogism, guessing and abduction.</p> <p>a) Become familiar with the most important diagnostic interview methods in the lecture, seminar and workshops: Interview methods (e.g. AAI – Adult Attachment Interview, CRI – Current Relationship Interview, RE Interview – Relationship Episodes Interview, OPD – I/II – OPD Interview, STI – Structured Interview, STIPO – Structured Interview of Personality Organisation)</p> <p>Questionnaires, personality inventories, external assessment procedures and diagnostic systems, e.g.:</p> <ul style="list-style-type: none"> <li>– BPI – Borderline Personality Inventory</li> <li>– BSS – Beeinträchtigungs-Schwere-Score/Severity of Impairment Score</li> <li>– GBB – Gießener Beschwerdebogen/Giessen Complaint List</li> <li>– GT – Gießen-Test/Giessen Test</li> <li>– IIP-D – Inventar zur Erfassung interpersonaler Probleme/Inventory of Interpersonal Problems</li> <li>– KTI – Kölner Trauma-Inventar/Koelner Trauma Inventory,</li> <li>– NI – Narcissism Inventory</li> <li>– OPD – Operationalised Psychodynamic Diagnostics</li> <li>– ORI – Object Relations Inventory</li> <li>– TAS - 20 – Toronto-Alexithymia Scale</li> </ul>



- FPI – Freiburg Personality Inventory
- 16 PF – 16 Personality Factors Tests
- MMPI - Minnesota Multiphasic Personality Inventory
- Projective methods (e.g. ROR – Rorschach, ROR-DD - Rorschach-Skalen zur Differentialdiagnostik von Denkstilen/Rorschach Scale for Differential Diagnosis of Thinking Styles, TAT – Thematic Apperception Test)

b) Overview of methods in psychodynamic result and process research

- Methodological positions (psychoanalytical "Junktim"/Freud),
- Group statistical research,
- Individual case research,
- Statistical methods (including multivariate methods),
- Online/offline research,
- Methods in multi-methodical and -perspective result and process research, e.g.:
  - APS – Analytical Process Scale,
  - FACS – Facial Action Coding System,
  - GOAS – Goal Attainment Scaling,
  - HAQ – Helping Alliance Questionnaire,
  - HUSS – Heidelberger Umstrukturierungs-Skala/Heidelberg Restructuring Scale
  - ICF – PA – Plan Analysis,
  - PQS – Psychotherapeutic Process Q-Set,
  - RF – Reflexive Function,
  - SPC – Scales of Psychological Capacities,
  - SWAP-200 - Shedler-Westen Assessment Procedure-200,
  - ZBKT – Zentrales Beziehungskonfliktthema/Central Relationship Conflict Theme, etc.,
- Individual case statistics,
- Themes (analyses of event patterns in behaviour flows),
- New methods beyond inference statistics

c) Research methods in applied psychoanalysis: Become familiar with the scope and limitations of psychoanalytical depth hermeneutics beyond the analytical setting on the basis of psychoanalytical literature, music and film interpretations (endopoetic/exopoetic interpretations, film aesthetics, formal and culture critical creative moments, reception orientation, etc.)

**Learning Aims**

Become familiar with psychological research methods on diagnostic and psychotherapy research and psychoanalytical application knowledge, as well as gain methodical competency for implementing selected research methods, develop a critical awareness for the complexity of multi-methodological research and of themes in applied psychoanalysis

**Teaching Methods**

Interactive lecture with self-awareness sections; seminar with processing of practice examples of various methods and application paradigms independently by the students; in-depth practising of methods in workshops with certification option, supervised support when preparing research designs

**Examination Procedure**

Written test or term paper or presentation (with written composition)

**Module 8 Psychoanalysis in the Discourse within the Humanities and Cultural Studies Field**

**Module Coordinators/Responsibility:** Prof. Dr. Lilli Gast, Prof. Dr. Elfriede Löchel

**Timeframe:** Module 8 together with Module 1 forms of Study Area I "Reflexive Psychology: Theoretical Psychoanalysis, Epistemology and Subject Theory". The aim is to study it in the third semester in the fulltime study course, and in the fifth and sixth semester in the part-time study course.

**Workload 6 ECTS credits, extent 4 LPW**

**Structure**

Module 8 consists of

3. One Lecture (2 LPW, 3 ECTS credits) "Epistemology and Subject Theory Implications of Psychoanalytical-Depth Psychology Approaches as well as Exemplary Fields of Discourse from the Humanities, Social Sciences and Cultural Studies",
4. One Seminar (2 LPW, 3 ECTS credits) on the Lecture (with same name).

**Content**

Psychoanalysis as epistemology and subject theory: Transdisciplinary readings of psychoanalytical theories, their formation of knowledge and their bodies of knowledge. Interfaces with psychological, social studies, humanities, cultural studies and/or human sciences epistemes.

Psychoanalytical theory in the academic landscape of the human and cultural sciences: The contribution of psychoanalytical/depth psychology knowledge to social psychology and political psychology; the implications of psychoanalytical theory construction and schools of thought at the interface with philosophy, cultural studies and/or anthropology; contributions by and reception of psychoanalysis in theoretical fields, e.g. aesthetics, media theory, and/or religious studies, etc., embedding, excluding, interfaces.

**Learning Aims**

Broaden the perspective beyond the clinical application of psychoanalysis. Examine and confront the humanities, social sciences and cultural studies dimensions inherent to the theory of psychoanalysis and their connection with related disciplines (as well as the development of the competency to transfer these dimensions to clinical issues).

**Teaching Methods**

Interactive lecture  
Seminar

**Examination Procedure**

Term paper or presentation with written composition

## Module 9 Prevention and Counselling

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

**Timeframe:** The Study Area IV "Diagnostics, Intervention" consists of the Modules 5, 6, 9 and 10. The aim is to study Module 9 in the third semester in the fulltime study course, and in the fifth and sixth semester in the part-time study course.

**Workload 6 ECTS credits, extent 4 LPW**

### Structure

Module 9 consists of

5. One Interactive Lecture (2 LPW, 3 ECTS credits) "Prevention and Health Promotion Theories and Programmes",
6. One Interactive Lecture (2 LPW, 3 ECTS credits) "Psychosocial and Psychodynamic Counselling Concepts".

### Content

The module conveys knowledge about prevention, health promotion and counselling methods together with their respective theoretical bases. The intention is to provide an oversight of the various fields of application (in both the world we live in and the working world) and especially to convey the "basic skills" required in the various settings for prevention work and counselling.

Theoretical and methodical bases for prevention as well as for psychosocial and psychodynamic counselling, including the methods for the evaluation and critical assessment of prevention programmes.

Introduction to the basic issues in counselling (e.g. counselling and development, counselling and health, counselling and culture, counselling and work); the counselling theories (e.g. psychodynamic, cognitive psychological-behavioural theory, systemic and humanist approaches); the themes in counselling (e.g. educational counselling, life counselling, crisis counselling, couple and family counselling, team and organisation counselling); focal aspects of counselling (mental and physical diseases, alcohol and drugs, sexual abuse, sexual counselling).

Conveying and processing of the specific intervention methods and counselling techniques. Differences and commonalities in psychotherapeutic and counselling techniques in the clinical everyday world (clinics, counselling centres) and non-clinical working world (coaching, organisational and team counselling) areas are elaborated, in addition to examining their specialist, career policy and professional code of conduct dimensions in depth.

The acquisition of psychosocial competencies which represent a precondition for being able to design helpful counselling processes in various fields of application (e.g. single case and family support, juvenile courts support and probation support, mother-infant counselling, pregnancy conflict counselling, etc.). These include especially social-cognitive skills, such as adopting other perspectives and empathy, self-reflection and moral judgements.

**Learning Aims**

Convey knowledge about theoretical bases, models and methods for prevention and health promotion. Gain the ability to professionally assess prevention and health promotion programmes and to evaluate their application. Improve social-cognitive competencies and skills, structure and design counselling relationships in differing psychosocial fields of application.

**Teaching Methods**

Interactive lectures with self-awareness sections, group work, role-plays, exercises on the basis of video footage

**Examination Procedure**

Written test or term paper or presentation (with written composition)

The modules available for selection as the compulsory elective subject are presented hereunder:

Module 10    Compulsory Elective Subject	
<b>Module Coordinator/Responsibility:</b>	Prof. Dr. Andreas Hamburger (coordination compulsory elective subject)
The module is offered in five variants at the IPU: 10a Clinical Neurosciences and Neuropsychanalysis 10b Work and Organisational Psychology 10c Psychoanalytical Cultural Studies 10d Psychosis Therapy 10e Social Trauma	
<b>Timeframe:</b> The aim is to study Module 10 in one of its variants in the third and fourth semester in the fulltime study course, and in the seventh to eighth semester in the part-time study course parallel to the Master thesis	
<b>Workload 5 ECTS credits, extent 4 LPW</b>	

Module 10    Compulsory Elective Subject – Variant 10 a Clinical Neurosciences + Neuropsychanalysis	
<b>Module Coordinator/Responsibility:</b>	Prof. Dr. Christine Stelzel
<b>Structure</b> The module is organised in 1. One Lecture (2 LPW, 2 ECTS credits) "Clinical Neurosciences and Neuropsychanalysis", 2. One Seminar "Clinical Neurosciences and Neuropsychanalysis" (2 LPW, 3 ECTS credits).	

**Content**

Subject of the module is the deepening and consolidation of neuropsychological understanding of mental disorders and their consequences on experience and behaviour. The lecture “Clinical Neurosciences and Neuropsychoanalysis” deepens the neuroscientific research approach and gives an overview on neuroscientific therapy evaluation as well as on concepts and findings of Neuropsychoanalysis. In the accompanying seminar, the topics are consolidated by case examples and current research findings.

Thematic areas:

1. Neuroscientific evaluation of therapy of mental disorders
2. Approaches & findings of Neuropsychoanalysis
3. Deepening of neuroscientific methodology and neuroanatomy

**Learning Aims**

Students are able to depict subject, theories and methodological approaches of Clinical Neurosciences and Neuropsychoanalysis. They acquire a deeper understanding of context and relationship between neuronal and mental changes and learn how to critically deal with clinical-neuroscientific studies.

**Teaching Methods**

Interactive lecture and seminar, with work in small groups and exercises

**Examination Procedure**

Term paper or presentation

**Module 10 Compulsory Elective Subject – Variant 10 b Selected Subject Areas of Work and Organisational Psychology**

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

**Structure**

The module is organised in

1. One Lecture (2 LPW, 2 ECTS credits) "Consolidation of the Focal Areas in Organisational Psychology",
2. One Seminar (2 LPW, 3 ECTS credits) "Concrete Areas of Work in Organisational and Personnel Development".

**Content**

Module 10b forms the conclusion to the introductory lectures on work and organisational psychology in the BA study course. In the lecture, it consolidates focal subjects in organisational psychology especially, including organisational development, leadership theories, concepts and methods of personnel development, methodical approaches to selecting and further training the workforce. In the seminar, the students become familiar with concrete areas of work, e.g. such as personnel development in non-profit and for-profit areas.

**Learning Aims**

The students become capable of assessing and applying the theories, concepts and methods of organisational psychology. They acquire an important basis for working with and in organisations and for assuming managerial and staff management tasks, as well as for organisational and personnel development.

**Teaching Methods**

Interactive lecture and seminar, with work in small groups and exercises

**Examination Procedure**

Written test or term paper

**Module 10 Compulsory Elective Subject – Variant 10 c Psychoanalytical Cultural Studies**

**Module Coordinator/Responsibility:** Jun. Prof. Dr. Christine Kirchhoff

**Structure**

The module is organised in two lectures/seminars consisting of 4 LPW in total. Information on which lecture/seminar from the module catalogue of the MA "Psychoanalytical Cultural Studies" course at the IPU Berlin is selectable in the winter or summer semester respectively is provided with the publication of the annotated lecture/seminar timetable.

**Content**

The content is related to that in the MA Psychoanalytical Cultural Studies course: This study course with its decidedly inter- and transdisciplinary focus provides a multi-layered and illustrative approach to a wide spectrum of cultural phenomena and their unconscious dimensions. In addition, the students become familiar with and process e.g. artistic and medial creations and products, as indeed everyday occurrences, cultures of knowledge and remembrance, social relationships and their transformations.

**Learning Aims**

By altering the perspectives between the various approaches and levels, new views are developed and professional, cultural and social competencies are gained doing so. Through the examination and analysis of concrete subjects, the understanding for social dynamics and mechanisms, productions and problem areas is deepened and differentiated.

**Teaching Methods**

Lectures, seminars or reading courses

**Examination Procedure**

Term paper

Module 10 Compulsory Elective Subject – Variant 10 d Psychosis Therapy	
<b>Module Coordinator/Responsibility</b> Prof. Dr. Dorothea von Haebler	
<b>Structure</b> The module is organised in two lectures/seminars consisting of 4 LPW in total. Information on which lecture/seminar from the module catalogue of the MA "Integrated Care of Psychotically Ill Persons" course at the IPU Berlin is selectable in the winter or summer semester respectively is provided with the publication of the annotated lecture/seminar timetable.	
<b>Content</b> The content is related to that in the MA Integrated Care of Psychotically Ill Persons study course. This topical, care policy-related study course, intended to be taken parallel to working full-time as advanced educational studies, is offered jointly by the IPU (primary responsibility) and three further universities, the Charité University Medical Department in Berlin, the Catholic University for Applied Sciences Berlin and the UKE Hamburg Eppendorf University Hospital. During the studies, not only is specialist knowledge and expertise conveyed to the students, they are also encouraged to understand the psychodynamics of the therapeutic relationship in concrete work situations with psychotically ill people and to reflect on their own participation in this relationship.	
<b>Learning Aims</b> The cooperative effort by these four universities in this study course permits the integration in a unique manner of highly different professional competencies, all of which are needed when working with psychotically ill people: A complex treatment required for these patients is presented within the structure and composition of the study course. Thus, the intention is for the students to gain knowledge of social work, social psychiatric, pharmacological, psychodynamic and somatic therapeutic working areas, as well as to organise and apply their expertise in the field.	
<b>Teaching Methods</b> Lecturers from all of the participating universities are involved in the structure and design of the study programme; they supervise and support the students during their studies  Lectures, seminars, discussion groups	
<b>Examination Procedure</b> Term paper	

Module 10 Compulsory Elective Subject – Variant 10 e Social Trauma	
<b>Module Coordinator/Responsibility:</b> Prof. Dr. Andreas Hamburger	
The module is part of an interdisciplinary and inter-institutional cooperation, based on the DAAD research network "Trauma, Trust and Memory – Social Trauma in Psychoanalysis, Psychotherapy and Cultural Memory", between the following university departments: <ul style="list-style-type: none"> <li>1. Banja Luka, Bosnia-Herzegovina University, Faculty of Philosophy</li> <li>2. Belgrade, Serbia: Belgrade University, Department of Psychology</li> <li>3. Berlin, Germany: International Psychoanalytic University</li> <li>4. Nis, Serbia: University Nis, Department of Psychology</li> </ul>	

5. Sarajevo, Bosnia-Herzegovina University Sarajevo, Department of Psychology
6. Sofia, Bulgaria: New Bulgarian University, Department of Cognitive and Social Psychology
7. Sofia, Bulgaria: University Sofia St. Kliment Ohrid, Department of General, Experimental and Genetic Psychology

It is formally recognised by all participating institutions as an optional study course in their respective study programs and continuing education programs on a Master level.

### Structure

The course is offered partly by the participating universities, depending on their specialisations, and in the context of the summer school. Students attend the course block-wise at their home university (at least two teaching blocks, not including the starting and concluding session), and at the participating universities (at least two teaching blocks), as well as in the context of the summer school. The introductory and the concluding sessions are compulsory at the home university.

The course consists of:

1. Starting Session: The Concept of Social Trauma (only students of home university) (4 h)
2. Specific Methodology and Practice in Social Trauma Research (8 h)
3. Ethics (8 h)
4. Clinical Psychology of Social Trauma (8 h)
5. Developmental Psychology of Social Trauma (8 h)
6. Memory Studies (8 h)
7. Social Psychology and Cultural Theory of Trauma (8 h)
8. Concluding session and course assessment (only students of home university) (4 h)

### Content

Social trauma is a most important subject in clinical, social and general psychology, as well as in cultural theory. It is of high interest and practical relevance for students of psychology to be informed about the causes, consequences and therapeutic options regarding social trauma. In the syllabus of most psychology study programmes, social trauma can only be addressed incidentally. In clinical psychology, psychotraumatic pathology and trauma therapy are regularly taught as subjects, but the specific conditions of social trauma require an interdisciplinary and special approach. Thus, the course addresses clinical, developmental, social psychological, culture theoretical, ethical and research methodological aspects. The course is jointly offered by psychologists as well as by professors working in non-psychological departments, as a subsidiary subject for students of psychology.

### Learning Aims

Students understand the specificity of social traumatisations and become familiar with their epidemiology, social psychological implications, clinical and developmental consequences, including specific aspects of traumatic memory, consequences for cultural identity, coping and memorising. They are introduced to the methodology of social trauma research by constructing a research design. They become ethically sensitive and know about the specific requirements of informed consent when working with socially traumatised persons.

### Teaching Methods

Lectures, interactive lectures and seminars



**Assessment**

The course assessment takes place at the home department. Students keep a learning portfolio throughout the course and present their learning experiences abroad, including their research design, to the group of peer students and their lecturer from their home university.

Module 11     Master Thesis with Research Colloquium	
<b>Module Coordinator/Responsibility:</b> Prof. Dr. Andreas Hamburger	
<b>Timeframe:</b> The module forms the conclusion to MA Psychology study course. The prior modules, with the exception of the compulsory elective subject, must first be completed successfully before it can be undertaken. The aim is to complete it in the fourth semester in the fulltime study course, and in the seventh and eighth semester in the part-time study course.	
<b>Workload 25 ECTS credits</b>	
<b>Structure</b>	
The module consists of	
<ol style="list-style-type: none"> <li>1. Writing the Master thesis,</li> <li>2. Attending the accompanying research colloquium.</li> </ol>	
<b>Content</b>	
Independent scientific processing and work on a subject from the fields of learning in the study course selected by the students themselves; theoretical examination and analysis of humanities or social studies issues or empirical study with qualitative and quantitative methods; regular active attendance and participation in the research colloquium	
<b>Learning Aims</b>	
The students become capable of utilising and evaluating bodies of knowledge independently for their own original questions and issues. They	
<ol style="list-style-type: none"> <li>a) can develop the current level of research and body of theories utilising scientific research; structure a theme they themselves have developed in the form of an exposé; develop their own position on processing theories or empiricism,</li> <li>b) become capable of independently presenting their own scientific plans, implementing and evaluating them methodically and presenting the results,</li> <li>c) can assume differing perspectives in relation to individual and social situations, as well as develop a reflective position within the scientific discourse.</li> </ol>	

Module 12 Work-placement Professional Training
<p><b>Module Coordinator/Responsibility:</b> Prof. Dr. Annette Streeck-Fischer</p>
<p><b>Timeframe:</b> The aim is to complete the work-placement professional training either before or after the third semester in the fulltime study course, and before the sixth semester in the part-time study course also parallel to work; either parallel to the studies or as a block during the semester holidays.</p>
<p><b>Work-placement Training Regulations:</b> 15 ECTS credits correspond to 450 hours of work. Of this total number of hours, 330 hours are intended for the students' own placement (and/or the work in a research internship). 11 ECTS are allocated for these 330 hours, with 3 further ECTS intended for writing the placement report and 1 ECTS for the follow-up review of the report with the placement supervisor.</p>
<p><b>Workload 15 ECTS credits</b></p>
<p><b>Content</b></p> <p>The intention is for the students to become familiar with the professional and working areas of a clinical psychologist/psychoanalyst during their work-placement training and be exposed to the demands and requirements of a clinical practice. The students should be given an opportunity to test the knowledge and skills they have acquired in their studies and apply the experience they have gained in the placement in their further studies.</p> <p>The work-placement professional training should be completed in a clinical-psychological facility or in a research facility. The placement coordinator determines whether a facility is suitable for the work-placement professional training. It is also possible by way of exception to complete a research placement instead of a clinical placement, during which the student participates in a research project with a clinical-psychological theme at the IPU or at another third level education facility. However, the IPU recommends completing at least part of the internship as a clinical placement. Likewise, work-placement professional training can be completed abroad, however this requires longer planning periods as a rule and should be discussed in a timely manner with the placement coordinator.</p> <p>Prior to beginning the work-placement professional training, the student must discuss it with the placement coordinator and obtain their written approval. The students select a placement supervisor from the lecturing staff and scientific personnel at the IPU. This person provides advice to the student when completing the placement and is the recipient of the placement report.</p>
<p><b>Learning Aims</b></p> <p>The aim is for the students to become familiar with application areas of clinical psychology in their work-placement professional training and to acquire practical knowledge in the professional application of psychological working techniques.</p>
<p><b>Teaching Methods</b></p> <p>The professional training must occur under professional guidance from a psychologist at the placement location. The student selects a placement supervisor from the scientific personnel at the IPU.</p>
<p><b>Examination Procedure</b></p> <p>The module is regarded as being passed when the placement report is accepted by the respective placement supervisor at the IPU, followed by the module being confirmed as passed by the IPU's placement coordinator.</p>