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Module Catalog

Bachelor's degree (B.Sc.)

Applied Psychology (AP)

Content

List of Abbreviations	II
1. Term 1	1
1.1: General Psychology I	1
1.2: Bio- and Neuropsychology	2
1.3: Scientific Methodology I	3
1.4: Professional Practice Applied Psychology	4
1.5: Experimental Internship	5
2. Term 2	6
2.1: General Psychology II	6
2.2: Statistics I	7
2.3: Developmental Psychology	8
2.4: Educational Psychology	9
2.5: Professional Skills	10
3. Term 3	11
3.1: Differential and Personality Psychology	11
3.2: Social Psychology	12
3.3: Statistics II	13
3.4: Health and Environmental Psychology	14
3.5: Empirical Project	15
4. Term 4	16
4.1: Personal Development in the 21st Century	16
4.2: Psychological Diagnostics	17
4.3: Psychological Counseling	18
4.4: Management	19
4.5: Industrial and Organizational Psychology	20
5. Term 5	21
5.1: Psychology and Social Transformation in the 21st Century	21
5.2: Scientific Methodology II	22
5.3: Interdisciplinary Networking (*)	23
5.4: Applied Research and Consulting	24
6. Term 6	25
6.1: Supervised Internship	25
6.2: Bachelor's Thesis and Defense	26

List of Abbreviations

General Abbreviations:

SWS	Contact hours (45 min. each) per Week
CP	Credit points according to the European Credit Transfer System (ECTS)

Course type:

V	Lecture
Ü	Exercise course
P	Project
S	Seminar
B	Supervision

Prüfungsformen:

KL	Written exam with duration: KL60 = 60 min., KL90 = 90 min.
MP	Oral examination
RE	Paper and presentation
HA	Term Paper
PA	Project work
SB	Portfolio (collection of lecture notes and assignments)
EA	Experimental Work
EP	Electronic Exam
BA	Bachelor's Thesis
KO	Thesis Defense

1. Term 1

1.1: General Psychology I

No.: 1.1	Mandatory module: General Psychology I	Language: German		Credit points: 6	
		Frequency: each fall term		Term: 1	
		Workload: 180 h		Form of examination (graded): KL90 / EP / SB / MP	
	Prerequisites for participation: none	Contact hours: 60 h	Self-study hours: 120 h		
Courses:		Module commissioner:		Teaching and learning types:	Scope (SWS)::
General Psychology I		N.N.		V+S	4
This module is used for the following degree programs: AP					
Contents - Fundamentals of human information processing: perception, attention, thinking, memory, problem-solving - Biological and neurological foundations of human cognition; emotional and social influences on information processing and behavior - Overview of the key theories, methods, and research findings in Cognitive Psychology - Case studies and exercises on selected practical applications (e.g., Educational and Occupational Psychology, Traffic and Engineering Psychology)					
Learning objectives and competencies to be imparted Students are familiar with the basic terms, concepts, theories, and research areas of General Psychology I and can explain them (they can describe the characteristics of perception, attention, memory, thinking, and action control); the knowledge they have acquired also helps them explain everyday phenomena. They can identify and describe both typical and atypical cognitive functions involved in action control, as well as explain and interpret empirical findings from cognitive research. They can classify and articulate psychological approaches aimed at formulating general laws governing human experience and behavior. They are able to argue theoretically and critically with competing models and perspectives.					
Literature and teaching aids Anderson, J.R. (2013). Kognitive Psychologie. Springer. Beyer, R. & Gerlach, R. (2018). Sprache und Denken. Springer. Gruber, T. (2018). Gedächtnis. Springer. Jäncke, L. (2024). Lehrbuch Kognitive Neurowissenschaften. Hogrefe. Rummel, J. & Janczyk, M. (2024). Angewandte Kognitionspsychologie. Ein Lehrbuch. Kohlhammer. Strobach, T. (2020). Kognitive Psychologie. Kohlhammer. Wentura, D. & Frings, C. (2013). Kognitive Psychologie. Springer.					

1.2 : Bio- and Neuropsychology

No.: 1.2	Mandatory module: Bio- and Neuropsychology	Language: German		Credit points: 6	
		Frequency: each fall term		Term: 1	
		Workload: 180 h		Form of examination (graded): KL90 / EP / SB / MP	
	Prerequisites for participation: none	Contact hours: 60 h	Self-study hours: 120 h		
Courses:		Module commissioner:		Teaching and learning types:	Scope (SWS)::
Bio- and Neuropsychology		Prof. Dr. Markus Storck		V+S	4
This module is used for the following degree programs: AP					
Contents • Physiological and neurological foundations of human experience and behavior: Psychophysiology • Theories and methods of Biological and Neuropsychology, current research findings • Case studies and exercises on selected areas of application (Health Psychology, Rehabilitation Psychology, Educational Psychology, Occupational Psychology)					
Learning objectives and competencies to be imparted Students are familiar with the fundamental principles of human biology necessary for understanding biopsychological research from functional-anatomical and physiological-behavioral perspectives; they can explain human behavioral plasticity from biological and physiological viewpoints and establish corresponding connections to functional neuroanatomy. They are familiar with classic and current findings in biopsychological research and can evaluate them. Students gain an overview of the specific methodological approaches used in biopsychological and neuropsychological research (observational studies, field experiments, methods of neuroscientific research, and the methodology of cognitive-affective neuroscience); they are able to argue theoretically and critically engage with competing models and perspectives.					
Literature and teaching aids Goldenberg, G. & Randerath, J. (2024). Neuropsychologie. Elsevier. Gütürkün, O. (2019). Biologische Psychologie. Hogrefe. Jäncke, L. (2024). Lehrbuch Kognitive Neurowissenschaften. Hogrefe. Schandry, R. (2011). Biologische Psychologie. Beltz. Schröger, E. et al. (2022). Biologische Psychologie. Springer.					

1.3 : Scientific Methodology I

No.: 1.3	Mandatory module: Scientific Methodology I	Language: German		Credit points: 9	
		Frequency: each fall term		Term: 1	
		Workload: 270 h		Form of examination (graded): SB / HA	
	Prerequisites for participation: none	Contact hours: 90 h	Self-study hours: 180 h		
Courses:		Module commissioner:		Teaching and learning types:	Scope (SWS):
Introduction to Academic Writing		Prof. Dr. Denise Sommer		V+Ü	2
Introduction to Psychological Research Logic				V	2
Research Methods and Data Collection Procedures				Ü	2
This module is used for the following degree programs: AP					
Contents - Principles of scientific work, the logic of empirical research, fundamentals of data- and evidence-based evaluation of knowledge, the discipline's self-conception as an empirical science - Introduction to data collection methods and their fields of application: observation, questioning, content analysis, experimental studies, physiological measurement methods - History of Psychology, tradition of psychotechnics, case studies in applied psychological research					
Learning objectives and competencies to be imparted Students will be equipped to critically engage with academic texts in the field of Psychology. They are familiar with basic techniques of academic writing and apply them in their own writing. Students can identify practical applications of Psychology and formulate initial research questions in this field. They understand academic texts, theories, and empirical findings; analyze them critically; identify key aspects; and summarize them in their own words. They are familiar with the key methods of empirical Psychology and their fields of application. Students can reflect, contextualize methods or data, and evaluate the quality and usefulness of findings. They understand the significance of the professional field for society and the benefits of scientific research.					
Literature and teaching aids Bak, P. M. (2016). Wie man Psychologie als empirische Wissenschaft betreibt. Wissenschaftstheoretische Grundlagen im Überblick. Springer. Bierhoff, W. & Petermann, F. (2013). Forschungsmethoden der Psychologie. Hogrefe. Herzog, W. (2012). Wissenschaftstheoretische Grundlagen der Psychologie. Springer. Lück, H. E. & Guski-Leinwand, S. (2014). Geschichte der Psychologie. Strömungen, Schulen, Entwicklungen. Kohlhammer. Peters, J.H. & Dörfler, T. (2019). Schreiben und Gestalten von Abschlussarbeiten in der Psychologie und den Sozialwissenschaften. Pearson. Ritschl, Weigl, Stamm (2023). Wissenschaftliches Arbeiten und Schreiben. Verstehen, Anwenden, Nutzen für die Praxis. Springer. Schütz, A., Brand, M. & Steins-Loeber, S. (Hrsg.) (2022). Psychologie. Eine Einführung in ihre Grundlagen und Anwendungsfelder. Kohlhammer. Spering, M. (2022). Experimentalpsychologisches Arbeiten und Publizieren kompakt. Beltz.					

1.4 : Professional Practice Applied Psychology

No.: 1.4	Mandatory module: Professional Practice Applied Psychology	Language: German		Credit points: 6	
		Frequency: each fall term		Term: 1	
		Workload: 180 h		Form of examination (graded): SB / PA / HA	
	Prerequisites for participation: none	Contact hours: 60 h	Self-study hours: 120 h		
Courses:		Module commissioner:		Teaching and learning types:	Scope (SWS):
Professional Fields of Applied Psychology		Prof. Dr. Denise Sommer		S	2
Self-Awareness: Interpersonal Interaction and Group Dynamics				Ü	2
This module is used for the following degree programs: AP					
Contents					
• Overview of current career and employment fields in Psychology, illustrated by selected highlights from professional practice • Areas of application for psychological findings in practice and research • Competency and requirement profiles for various roles within the professional field • Reflection on one's own interests and talents • Communication, interaction, and group dynamics; self-perception and perception by others					
Learning objectives and competencies to be imparted					
Students are familiar with key areas of practice in Applied Psychology and relate them to Contents relevant to their studies. They describe the historical development of Psychology and its relationship to related fields in an appropriate manner. They understand the significance of the professional field for society and shape and reflect on their own role in both academic and non-academic settings in order to develop their own career goals. Students acquire methodological knowledge for individual and group processes, concepts of self- and group-coordination, and experience elements of effective self- and group-management. And they can apply the concepts they have learned in practical simulations, practice managing their own impact, and experience the process of reconciling their self-image with how others perceive them. Students practice openness and self-awareness in group dynamic processes, and recognize and reflect on their own strengths and weaknesses.					
Literature and teaching aids					
Berufsverband Germaner Psychologinnen und Psychologen (BDP) e.V. (Hrsg.) (2018). Berufsbild Psychologie. Psychologische Tätigkeitsfelder. Online abrufbar unter: https://www.bdp-verband.de/fileadmin/user_upload/BDP/verband/Untergliederungen/Sektionen/Aus-Fort-und_Weiterbildung_in_Psychologie/PDF/bdp-broschure-berufsbild-psychologie.pdf Jansen, P. & Richter, S. (2021). Einfühlsame Kommunikation. Wie wir uns selbst und andere wahrnehmen. Hogrefe. Lück, H. E. & Guski-Leinwand, S. (2014). Geschichte der Psychologie. Strömungen, Schulen, Entwicklungen. Kohlhammer. Schönpflug, W. (2024). Geschichte und Systematik der Psychologie. Beltz. Schulz von Thun, F. (1981). Miteinander reden. Störungen und Klärungen. Reinbek: Rowohlt. Schütz, A., Brand, M. & Steins-Loeber, S. (Hrsg.) (2022). Psychologie. Eine Einführung in ihre Grundlagen und Anwendungsfelder. Kohlhammer.					

1.5 : Experimental Internship

No.: 1.5	Mandatory module: Experimental Internship	Language: German		Credit points: 3	
		Frequency: each fall term		Term: 1	
		Workload: 90 h		Form of examination (graded): EA / SB / PA	
	Prerequisites for participation: none	Contact hours: 30 h	Self-study hours: 60 h		
Courses:		Module commissioner:		Teaching and learning types:	Scope (SWS):
Experimental Internship		Prof. Dr. Denise Sommer		S	2
This module is used for the following degree programs: AP					
Contents • Distinguishing between experimental and non-experimental designs; the purpose of experimental designs • Designing and analyzing experimental designs; formal modeling of relationships in experimental designs; conducting experimental studies; justifying empirical conclusions • Fundamentals of experimental research ethics • Classic and current case studies of experimental studies					
Learning objectives and competencies to be imparted Students gain practical experience in systematic data collection and scientific inquiry into psychologically relevant issues, and develop and justify their own research ideas. They are able to interpret and present their own research findings and reflect on their own approach. Students gain experience in teamwork and in interacting professionally with research participants.					
Literature and teaching aids Bak, P. M. (2016). Wie man Psychologie als empirische Wissenschaft betreibt. Wissenschaftstheoretische Grundlagen im Überblick. Springer. Bierhoff, W. & Petermann, F. (2013). Forschungsmethoden der Psychologie. Hogrefe. Bröder, A. (2011). Versuchsplanung und experimentelles Praktikum. Hogrefe. Oswald Huber (2019). Das psychologische Experiment. Eine Einführung. Hogrefe. Spering, M. (2022). Experimentalpsychologisches Arbeiten und Publizieren kompakt. Beltz.					

2. Term 2

2.1: General Psychology II

No.: 2.1	Mandatory module: General Psychology II	Language: German		Credit points: 6	
		Frequency: each spring term		Term: 2	
		Workload: 180 h		Form of examination (graded): KL90 / EP / SB / MP	
	Prerequisites for participation: none	Contact hours: 60 h	Self-study hours: 120 h		
Courses:		Module commissioner:		Teaching and learning types:	Scope (SWS):
General Psychology II		N.N.		V+S	4
This module is used for the following degree programs: AP					
Contents • Fundamentals of human emotion and motivation, behavior, learning, motor functions, and language • Biological and neurological foundations, conceptual models, and social and cultural determinants of general psychological processes • Key theories, methods, and research findings in General Psychology II • Case studies and exercises on selected practical application areas (Education Psychology, Media Psychology, Market Psychology, Environmental Psychology, Sports Psychology)					
Learning objectives and competencies to be imparted Students can summarize, explain, and present learning theories and various concepts of behavior regulation from psychological and biological perspectives, as well as their historical development. They discuss relevant issues such as the universality of emotions (e.g., similar facial expressions for basic emotions worldwide) and the diversity of emotional expression (e.g., culturally different expressions of grief), and apply findings from basic research to current social phenomena (e.g., digital affect cultures). Students will develop theoretical arguments and critically perspectives with engaging complex models.					
Literature and teaching aids Beyer, R. & Gerlach, R. (2018). Sprache und Denken. Springer. Edelmann, W. & Wittmann, S. (2019). Lernpsychologie. Beltz. Hess, U. (2017). Allgemeine Psychologie II. Motivation und Emotion. Kohlhammer. Klatt, S. & Strauß, B. (2022). Kognition und Motorik. Sportpsychologische Grundlagen und Anwendungen im Sport. Hogrefe. Kuhl, J. & Quirin, N. (2025). Persönlichkeitspsychologie. Motivation, Kognition und Selbststeuerung – Ein integratives Lehrbuch. Hogrefe. Rheinberg, F. & Vollmeyer, R. (2018). Motivation. Kohlhammer. Rothermund, K. & Eder, A. (2011). Motivation und Emotion. Springer. Scheffer, D. (2021). Motivation in der Arbeitswelt. Wie Bedürfnisse, Motive, Emotionen und Ziele unser Handeln leiten. Kohlhammer. Schmidt-Atzert, L. (2014). Emotionspsychologie. Ein Lehrbuch. Kohlhammer.					

2.2 : Statistics I

No.: 2.2	Mandatory module: Statistics I	Language: German		Credit points: 6	
		Frequency: each spring term		Term: 2	
		Workload: 180 h		Form of examination (graded): SB / KL60 / EP	
	Prerequisites for participation: none	Contact hours: 60 h	Self-study hours: 120 h		
Courses:		Module commissioner:		Teaching and learning types:	Scope (SWS):
Methods of Social Research		Prof. Dr. Denise Sommer		V+Ü	2
Descriptive Statistic				V+Ü	2
This module is used for the following degree programs: AP					
Contents • Development of research questions, selection procedures, hypothesis formulation, and operationalization • Specific methods such as surveys, observations, and experimental designs • Data organization and management, research quality criteria, and quality standards • Presentation and evaluation of research results • Basic concepts of descriptive statistics, frequency distributions, measures of dispersion, measures of central tendency, table analysis, simple linear regression, correlation analysis, and comparisons of means					
Learning objectives and competencies to be imparted Students are familiar with the basic methods and tools of psychological research and are able to describe the principles of analyzing and documenting empirical findings. They can understand methods for collecting empirical data, evaluate experimental designs in terms of their internal and external validity, and propose their own experimental alternatives to address relevant research questions. Students are equipped to prepare and analyze data from a sample, select and correctly apply univariate and bivariate statistical methods appropriate to the data, and understand and evaluate statistical measures. They develop a disciplinary identity as empirical social scientists, work collaboratively in groups, and manage their student workload independently.					
Literature and teaching aids Bierhoff, W. & Petermann, F. (2013). Forschungsmethoden der Psychologie. Hogrefe. Döring, N. (2023). Forschungsmethoden und Evaluation in den Sozial- und Humanwissenschaften. Springer. Eid, M. et al. (2017). Statistik und Forschungsmethoden. Lehrbuch. Beltz. Huber, O. (2019). Das psychologische Experiment. Eine Einführung. Hogrefe. Rasch, B. et al. (2021). Quantitative Methoden 1. Einführung in die Statistik für Psychologie, Sozial- & Erziehungswissenschaften. Springer.					

2.3 : Developmental Psychology

No.: 2.3	Mandatory module: Developmental Psychology	Language: German		Credit points: 6	
		Frequency: each spring term		Term: 2	
		Workload: 180 h		Form of examination (graded): KL90 / EP / SB / MP	
	Prerequisites for participation: none	Contact hours: 60 h	Self-study hours: 120 h		
Courses:		Module commissioner:		Teaching and learning types:	Scope (SWS):
Developmental Psychology		Prof. Dr. Markus Storck		V+S	4
This module is used for the following degree programs: AP					
Contents • Life-span Psychology: childhood and adolescence, adulthood, old age • Perspectives in Developmental Psychology: biological perspective, cognitive, emotional, and moral development, developmental theories, empirical findings • Overview of key theories, methods, and research findings • Case studies and exercises on selected relevant fields of application (Educational Psychology, Work, Industrial, and Organizational Psychology, Political Psychology)					
Learning objectives and competencies to be imparted Students can describe basic models of development during selected stages of the lifespan and their empirical basis (e.g., experiments, observations, surveys), and identify key constructs, developmental theories, and research methods in Developmental Psychology. They are familiar with various fields of work in Developmental Psychology and can illustrate and evaluate the methods and findings of Developmental Psychology practice. Students engage in theoretical reasoning and critically examine competing models and perspectives.					
Literature and teaching aids Bauer, U. & Hurrelmann, K. (2021). Einführung in die Sozialisationstheorie. Das Modell der produktiven Realitätsverarbeitung. Beltz. Flammer, A. (2017). Entwicklungstheorien. Psychologische Theorien der menschlichen Entwicklung. Hogrefe. Greve, W. & Thomson, T. (2019). Entwicklungspsychologie. Eine Einführung in die Erklärung menschlicher Entwicklung. Springer. Lohaus, A. et al. (2024). Entwicklungspsychologie des Kindes- und Jugendalters für Bachelor. Springer. Mietzel, G. (2012). Entwicklung im Erwachsenenalter. Hogrefe. Pinquardt, M. et al. (2018). Entwicklungspsychologie - Kindes- und Jugendalter. Hogrefe. Schneider, W. & Lindenberger, U. (Hrsg.) (2018). Entwicklungspsychologie. Beltz. Specht, J. (2014). Psychologie des hohen Lebensalters: Der aktuelle Forschungsstand. Aus Politik und Zeitgeschichte, 65, 3-9.					

2.4 : Educational Psychology

No.: 2.4	Mandatory module: Educational Psychology	Language: German		Credit points: 6	
		Frequency: each spring term		Term: 2	
		Workload: 180 h		Form of examination (graded): MP / SB / KL60 / EP	
	Prerequisites for participation: none	Contact hours: 60 h	Self-study hours: 120 h		
Courses:		Module commissioner:		Teaching and learning types:	Scope (SWS):
Educational Psychology		Prof. Dr. Ilona Lubitz		V+S	4
This module is used for the following degree programs: AP					
Contents • Fundamentals and fields of application of Educational Psychology • Education and upbringing in institutionalized and non-institutionalized contexts, lifelong learning, international comparisons and social contexts of education and upbringing • Educational assessment and counseling, media-based learning, instructional design • Case Studies and exercises from pedagogical practice					
Learning objectives and competencies to be imparted Students are familiar with the fundamental determinants of teaching, learning, and educational processes and develop a deep understanding of pedagogical interventions. They are familiar with pedagogical and social behavior disorders and can explain them. Students are able to describe typical areas of practice in Educational Psychology and have an overview of current practical issues and challenges in the field.					
Literature and teaching aids Buhl, H. M. (2021). Schule in der digitalen Welt. Hogrefe. Hasselhorn, M. & Gold, A. (2022). Pädagogische Psychologie. Erfolgreiches Lernen und Lehren. Kohlhammer. Lüftenegger, M. et al. (Hrsg.) (2023). COVID-19 and Coping With Future Crises. Perspectives of Educational and Developmental Psychology. Zeitschrift für Psychologie, 57. Rey, G.D. (Hrsg.) (2025). Lehren und lernen mit digitalen Medien. Theorien und Design. Hogrefe. Spiel, C. et al. (Hrsg.) (2022). Bildungspsychologie. Ein Lehrbuch. Hogrefe. Wild, E. & Möller, J. (2020). Pädagogische Psychologie. Springer.					

2.5 : Professional Skills

No.: 2.5	Mandatory module: Professional Skills	Language: German		Credit points: 6	
		Frequency: each spring term		Term: 2	
		Workload: 180 h		Form of examination (graded): MP / SB	
	Prerequisites for participation: none	Contact hours: 60 h	Self-study hours: 120 h		
Courses:		Module commissioner:		Teaching and learning types:	Scope (SWS):
English für Psychologists		N.N.		S	2
Psychological Professional Ethics				S	2
This module is used for the following degree programs: AP					
Contents - Ethical and legal frameworks of the psychology profession, moral requirements for working with people, challenges in contemporary professional ethics, case studies - Specialized English terminology, professional conversation and negotiation in English, presentation of scientific findings in English, intercultural collaboration					
Learning objectives and competencies to be imparted Students gain experience in communication and collaboration in intercultural professional settings, discuss specialized terminology in an international context, and are able to work in multilingual groups. They are familiar with the fundamental principles of ethics and can apply them to issues of professional ethics in psychology, justify individual actions from an ethical standpoint, and explain and contextualize conflicting perspectives. The module strengthens students' theoretical and normative grounding in the discipline and the professional field, as well as their professional self-reflection. It promotes intercultural competence and sensitivity to diversity, and trains students in professional communication and conversation skills.					
Literature and teaching aids Föderation germaner Psychologinnenvereinigungen GbR (Hrsg.) (2022). Berufsethische Richtlinien des BDP und der DGPs (zugleich Berufsordnung des BDP). Online abrufbar unter: https://www.dgps.de/fileadmin/user_upload/PDF/Berufsetische_Richtlinien/BER-Foederation-20230426-Web-1.pdf Lindsay, G., Øvreeide, H. & Koene, C. (2024). Ethics for European Psychologists. Hogrefe. Knoepffler, N. (2010). Angewandte Ethik. utb.					

3. Term 3

3.1 : Differential and Personality Psychology

No.: 3.1	Mandatory module: Differential and Personality Psychology	Language: German		Credit points: 6	
		Frequency: each fall term		Term: 3	
		Workload: 180 h		Form of examination (graded): KL90 / EP / SB / MP	
	Prerequisites for participation: none	Contact hours: 60 h	Self-study hours: 120 h		
Courses:		Module commissioner:		Teaching and learning types:	Scope (SWS):
Differential and Personality Psychology		N.N.		V+S	4
This module is used for the following degree programs: AP					
Contents • Interindividual differences in experience and behavior, personality models and traits, personality development (environmental influences vs. biological determinants), personality disorders, personality assessment (intelligence, performance), personality and vocational aptitude, personality and social attitudes • Overview of key theories, methods, and research findings • Case studies and exercises from selected practical fields (Career Counseling, Leadership, Conflict Management, Political Psychology, Communication Psychology)					
Learning objectives and competencies to be imparted Students acquire a solid understanding of key constructs, theories, methods, and findings in Differential and Personality Psychology. They are familiar with the theoretical framework of approaches to describing and classifying personality, as well as measurement and research methods in Differential and Personality Psychology, and are able to present key topics in the field: personality structure (Big Five, personality types), interindividual differences in cognitive abilities (intelligence and creativity), and social-cognitive characteristics (evaluation dispositions, well-being). Students apply the findings of basic research to current social phenomena (e.g., personal growth vs. the obsession with self-optimization), engage in theoretical reasoning, and critically examine competing models and perspectives.					
Literature and teaching aids Herzberg, P. Y. & Roth, M. (2014). Persönlichkeitspsychologie. Springer. Kuhl, J. & Quirin, N. (2025). Persönlichkeitspsychologie. Motivation, Kognition und Selbststeuerung – Ein integratives Lehrbuch. Hogrefe. Neyer, F.J. & Asendorpf, J. (2024). Psychologie der Persönlichkeit. Springer. Specht, J. (2018). Charakterfrage: Wer wir sind und wie wir uns verändern. Rowohlt. Weber, H. & Rammsayer, T. (2016). Differentielle Psychologie – Persönlichkeitstheorien. Hogrefe.					

3.2 : Social Psychology

No.: 3.2	Mandatory module: Social Psychology	Language: German		Credit points: 6	
		Frequency: each fall term		Term: 3	
		Workload: 180 h		Form of examination (graded): KL90 / EP / SB / MP	
	Prerequisites for participation: none	Contact hours: 60 h	Self-study hours: 120 h		
Courses:		Module commissioner:		Teaching and learning types:	Scope (SWS):
Social Psychology		Prof. Dr. Denise Sommer		V+S	4
This module is used for the following degree programs: AP					
Contents • Social cognition (judgment formation, prejudices, stereotypes, framing), attitude research and persuasion, group dynamics, intergroup conflict, communication and interaction, power and influence, prosocial behavior, socialization • Overview of key theories, methods, and research findings • Case studies and exercises on selected relevant fields of application (Media and Communication, Environmental and Community Psychology, Political psychology, Organizational culture)					
Learning objectives and competencies to be imparted Students are familiar with the central theories and methodological paradigms of Social Psychology and evaluate them critically. They can identify key areas of research concerning human behavior and experience in social contexts and possess knowledge of the functions and risks of social judgment processes and their consequences for social action. Students examine the mechanisms and characteristics of group processes and apply findings from basic research to current social phenomena (e.g., intercultural conflicts and polarization). They construct theoretical arguments and critically evaluate competing models and perspectives.					
Literature and teaching aids Bodansky, A., Mangels, J. & Degner, J. (2024). Sozialpsychologie. Ein Überblick für Psychologiestudierende und -interessierte. Springer VS. Decker, O. (2018). Sozialpsychologie und Sozialtheorie. Band 1: Zugänge. Springer. Decker, O. (2022). Sozialpsychologie und Sozialtheorie. Band 2: Forschungs- und Praxisfelder. Springer. Frindte, W. & Geschke, D. (2019). Lehrbuch Kommunikationspsychologie. Beltz. Gollwitzer, M. & Schmitt, M. (2019). Sozialpsychologie kompakt. Beltz. Kessler, T. & Fritzsche, I. (2018). Sozialpsychologie. Springer. Röhner, J. & Schütz, A. (2020). Psychologie der Kommunikation. Springer. Rothmund, T. & Walther, E. (Hrsg.) (2024). Psychologie der Rechtsradikalisierung. Theorien, Perspektiven, Prävention. Kohlhammer. Sassenberg, K. & Vliek, M.L.W. (Hrsg.) (2023). Sozialpsychologie: Von der Theorie zur Anwendung. Springer. Ullrich, J, Strobe, W. & Hewstone, M. (Hrsg.) (2023). Sozialpsychologie. Springer.					

3.3 : Statistics II

No.: 3.3	Mandatory module: Statistics II	Language: German		Credit points: 6	
		Frequency: each fall term		Term: 3	
		Workload: 180 h		Form of examination (graded): SB / KL60 / EP	
	Prerequisites for participation: none	Contact hours: 60 h	Self-study hours: 120 h		
Courses:		Module commissioner:		Teaching and learning types:	Scope (SWS):
Introduction to Statistical Software		Prof. Dr. Denise Sommer		V+Ü	2
Inductive Statistics				V+Ü	2
This module is used for the following degree programs: AP					
Contents • Computer-assisted statistical analysis using common software applications such as SPSS and R • Methods of inferential and multivariate statistics: regression and correlation analysis, analysis of variance, discriminant analysis, factor and cluster analysis, moderation and mediation analyses					
Learning objectives and competencies to be imparted Students will be equipped to use statistical software and its analysis functions independently. They will be able to formulate general statements about a population based on statistical models and data from samples. Students will be able to clean, analyze, and interpret data. They will acquire consulting and communication skills, as well as confidence in the professional handling of sensitive data.					
Literature and teaching aids Backhaus, K. et al. (2023). Multivariate Analysemethoden. Eine anwendungsorientierte Einführung. Springer. Döring, N. (2023). Forschungsmethoden und Evaluation in den Sozial- und Humanwissenschaften. Springer. Eid, M. et al. (2017). Statistik und Forschungsmethoden. Lehrbuch. Beltz. Wentura, D., Wirth, B. & Pospeschill, M. (2023). Multivariate Datenanalyse mit R. Springer.					

3.4: Health and Environmental Psychology

No.: 3.4	Mandatory module: Health and Enviromental Psychology	Language: German		Credit points: 6	
		Frequency: each fall term		Term: 3	
		Workload: 180 h		Form of examination (graded): MP / SB / KL60 / EP	
	Prerequisites for participation: none	Contact hours: 60 h	Self-study hours: 120 h		
Courses:		Module commissioner:		Teaching and learning types:	Scope (SWS):
Health and Enviromental Psychology		Prof. Dr. Stefan Küblböck		V+S	4
This module is used for the following degree programs: AP					
Contents • Applications of fundamental psychological models to current issues in ecology, sustainability, and health; the cognitive, emotional, and motivational foundations of environmental and health behavior, attitudes, judgment heuristics, and theories and models of action • Methods and current research findings in Health and Environmental Psychology • Case studies and exercises on relevant fields of application (e.g., Public Health, sustainability goals, development cooperation)					
Learning objectives and competencies to be imparted Students gain knowledge of theoretical concepts, the interdisciplinary nature of psychological research, its problem-solving potential, and the methods used in Health and Environmental Psychology research. They become familiar with the fields of application in Health Psychology and Environmental psychology and can discuss aspects such as quality of life and sustainability at a theoretical level. They are able to evaluate models and empirical findings in Health and Environmental Psychology and apply them to their own research questions. Students learn about areas of practice and current issues from professional practice in this field.					
Literature and teaching aids Bak, P.M. (2023). Gesundheitspsychologie. Eine Einführung – kompakt, prägnant und anwendungsorientiert. Springer. Ernst, A., Reese, G. & Henn, L. (2024). Umweltpsychologie. Mensch-Umwelt-Systeme verstehen. Springer. Hunecke (2022). Psychologie und Klimakrise. Springer. Kals, E. et al. (2023). Umweltpsychologie. Springer. Kohlmann, C.-W. (Hrsg.) (2018). Psychologie in der Gesundheitsförderung. Hogrefe. Renner, B. & Salewski, C. (2025). Gesundheitspsychologie. Springer. Schmitt, C. T. & Bamberg, E. (Hrsg.) (2018). Psychologie und Nachhaltigkeit. Konzeptionelle Grundlagen, Anwendungsbeispiele und Zukunftsperspektiven. Springer.					

3.5 : Empirical Project

No.: 3.5	Mandatory module: Empirical Project	Language: German		Credit points: 6	
		Frequency: each fall term		Term: 3	
		Workload: 180 h		Form of examination (graded): PA / SB	
	Prerequisites for participation: none	Contact hours: 60 h	Self-study hours: 120 h		
Courses:		Module commissioner:		Teaching and learning types:	Scope (SWS):
Case Studies in Applied Psychology		Prof. Dr. Denise Sommer		S/P	4
This module is used for the following degree programs: AP					
Contents • Areas of application in Psychology from the faculty's course offerings, interdisciplinary re- search areas and questions, counseling • The basic logic of empirical research and the research process, formulating research questions, planning and conducting studies, analyzing and interpreting empirical findings, deriving recommendations for ac- tion and transferring results, and report writing					
Learning objectives and competencies to be imparted Students are able to generate or refine a research question on an applied topic from a research area of their own choosing, provide a theoretical foundation for it, develop the appropriate methodological approach for the study, collect and analyze data, and derive recommendations for action or propose solutions to the problem. Through their project work, they go through the entire research process, evaluate and reflect on their own academic work, and analyze the strengths and weaknesses of their study. They practice academic presentation and writing skills as well as collaborating within a research team.					
Literature and teaching aids Franck, N. & Sary, J. (2013). Die Technik wissenschaftlichen Arbeitens. utb. Kar- masin, M. & Ribing, R. (2017). Die Gestaltung wissenschaftlicher Arbeiten. utb. Peters, J.H. & Dörfler, T. (2019). Planen, Durchführen und Auswerten von Abschlussarbeiten in der Psychologie und den Sozialwissenschaften. Pearson. Peters, J.H. & Dörfler, T. (2019). Schreiben und Gestalten von Abschlussarbeiten in der Psychologie und den So- zialwissenschaften. Pearson. Ritschl, V., Weigl, R. & Stamm, T. (2023). Wissenschaftliches Arbeiten und Schreiben. Verstehen, Anwenden, Nutzen für die Praxis. Springer. Schönfeld, R., Pohl, J. & Leplow, B. (2022). Empirische Forschungsarbeiten in der Psychologie. Von der Idee zur Realisation. Kohlhammer.					

4. Term 4

4.1: Personal Development in the 21st Century

No.: 4.1	Mandatory module: Personal Development in the 21st Century	Language: German		Credit points: 6	
		Frequency: each spring term		Term: 4	
		Workload: 180 h		Form of examination (graded): PA	
	Prerequisites for participa- tion: none	Contact hours: 60 h	Self-study hours: 120 h		
Courses:		Module commissioner:		Teaching and learn- ing types:	Scope (SWS):
Personal Development in the 21st Century		N.N.		S	4
This module is used for the following degree programs: AP					
Contents • Possible applications to the fundamental knowledge gained to current issues in social development • Relationships between the individual and society, personality development, Positive Psychology, the experience of meaning, growth, and resilience • Comparison and critique of current approaches to personality development • Interdisciplinary examination of psychological findings; formats for transferring knowledge into practice (workshops, podcasts, conferences, exhibitions)					
Learning objectives and competencies to be imparted Students become familiar with cross-disciplinary scientific methodologies and perspectives, develop the ability to engage in interdisciplinary dialogue, identify their own scientific interests, and pursue them. The module promotes exchange and engagement with other fields of study. Students learn to confidently familiarize themselves with new fields, to prepare and present scientific findings in a way that is accessible to practitioners, and to strengthen their teamwork skills. They are able to discuss the individual challenges posed by societal developments from a psychological perspective and to reflect on their own identity in the context of 21st-century transformation processes.					
Literature and teaching aids Arnold, M., Schilbach, M. & Rigotti, T. (2023). Paradigmen der psychologischen Resilienzforschung. Psychologische Rundschau, 74(3), 154–165. Blickhan, D. (2018). Positive Psychologie. Ein Handbuch für die Praxis. Junfermann. Genkova, P. (2024). Handbuch globale Kompetenz. Springer. Lerner, E. (2019). Positive Psychologie. utb. Mayring, P. (2012). Zur Kritik der Positiven Psychologie. Psychologie und Gesellschaftskritik, 36(1), 45-61. Seligman, M. E. P. (2011). Flourish. A visionary new understanding of happiness and well-being. Free Press. Specht, J. (Ed.) (2017). Personality development across the lifespan. Elsevier. Steinebach, C., Zihlmann, R. & Jungo, D. (2013). Positive Psychologie in der Praxis. Anwendung in Psychotherapie, Beratung und Coaching. Beltz. Watzlawick et al. (2020). Lösungen. Zur Theorie und Praxis menschlichen Wandels. Hogrefe. Wink, R. (Hrsg.) (2016). Multidisziplinäre Perspektiven der Resilienzforschung. Springer.					

4.2 : Psychological Diagnostics

No.: 4.2	Mandatory elective module: Psychological Diagnostics	Language: German		Credit points: 6	
		Frequency: each spring term		Term: 4	
		Workload: 180 h		Form of examination (graded): PA+SB	
	Prerequisites for participation: none	Contact hours: 60 h	Self-study hours: 120 h		
Courses:		Module commissioner:		Teaching and learning types:	Scope (SWS):
Fundamentals of Psychological Diagnostics and Test Theory		N.N.		V	2
Diagnostic Procedures and Test Construction				S	1
Case Studies				Ü	1
This module is used for the following degree programs: AP					
Contents - Fundamentals and Areas of Application of Psychodiagnostics - Test development, validation, and standardization of diagnostic instruments; examples of common diagnostic instruments and their proper use - Case studies and personal diagnostic experiences - Evaluation and interpretation of diagnostic procedures; psychological assessment practice - Limitations and critiques of diagnostic procedures					
Learning objectives and competencies to be imparted Students can describe and classify the theoretical foundations, methods, and key areas of application of psychological assessment, as well as diagnostic assessment instruments and strategies. They understand the principles of classical test theory and test construction and can apply and interpret diagnostic instruments using examples. Students can develop their own psychological tests with guidance and apply them to a case study. They practice professional skills such as conducting interviews and engaging in professional discussions within their peer group. They understand the principles of psychological assessment and are able to reflect on them from an ethical perspective.					
Literature and teaching aids Hock, M., Peters, J., Renner, K.-H. & Krohne, H. W. (2023). Psychologische Diagnostik. Grundlagen und Anwendungsfelder. Kohlhammer. Kubinger, K. D. (2019). Psychologische Diagnostik. Theorie und Praxis psychologischen Diagnostizierens. Hogrefe. Ortner, T. M. & Kubinger, K. D. (Hrsg.) (2021). Psychologische Diagnostik in Fallbeispielen. Hogrefe. Rentzsch, K. & Schütz, A. (2023). Psychologische Diagnostik. Grundlagen und Anwendungsperspektiven. Kohlhammer. Schmidt-Atzert, L., Stefan Krumm, S. & Amelang, M. (2021). Psychologische Diagnostik. Springer. Stemmler, G. & Margraf–Stiksrud, J. (Hrsg.) (2015). Lehrbuch Psychologische Diagnostik. Hogrefe. Ziegler, M. & Bühner, M. (2012). Grundlagen der Psychologischen Diagnostik. Springer.					

4.3 : Psychological Counseling

No.: 4.3	Mandatory module: Psychological Counseling	Language: German		Credit points: 6	
		Frequency: each spring term		Term: 4	
		Workload: 180 h		Form of examination (graded): PA+SB	
	Prerequisites for participation: none	Contact hours: 60 h	Self-study hours: 120 h		
Courses:		Module commissioner:		Teaching and learning types:	Scope (SWS):
Theory and Practice of Psychological Counseling		Prof. Dr. Nicole Bartsch		S	3
Case Studies				Ü	1
This module is used for the following degree programs: AP					
Contents • Theories and fields of application in Psychological Counseling • Evaluation research and current findings in counseling research • Models and approaches in the practical counseling context: counseling, coaching, and supervision • Conversation techniques, Case Studies, and exercises • Ethics in counseling					
Learning objectives and competencies to be imparted Students are familiar with the theories and fields of application of Psychological Counseling and are able to evaluate methods and current findings in counseling research. They are familiar with models and approaches in practical counseling contexts and can apply them to the appropriate fields of practice. Students are equipped to apply conversation techniques. They are capable of self-reflection and adopting different perspectives, and they understand the importance of a diversity-sensitive approach when working with different client groups.					
Literature and teaching aids Ertelt, B.-J. & Schulz, W.E. (2019). Handbuch Beratungskompetenz. Springer. Grolimund, F. (2024). Psychologische Beratung und Coaching. Lehr- und Praxisbuch für Einsteiger. Hogrefe. Jansen, P. & Richter, S. (2021). Einfühlsame Kommunikation. Wie wir uns selbst und andere wahrnehmen. Hogrefe. Kauffeld, S. & Gessnitzer, S. (2018). Coaching. Wissenschaftliche Grundlagen und praktische Anwendung. Kohlhammer. Schaarschmidt, N. (2023). Videobasierte Beratung. Videovermittelte Beratung im Vergleich zu Face-to-Face-Settings. Hogrefe. Schubert, F.-C. et al. (2019). Beratung. Springer.					

4.4 : Management

No.: 4.4	Mandatory module: Management	Language: German		Credit points: 6	
		Frequency: each spring term		Term: 4	
		Workload: 180 h		Form of examination (graded): SB / MP	
	Prerequisites for participation: none	Contact hours: 60 h	Self-study hours: 120 h		
Courses:		Module commissioner:		Teaching and learning types:	Scope (SWS):
Strategic Management		Prof. Dr. Harald Rau		S	2
Entrepreneurship, Innovation and Sensemaking				S	2
This module is used for the following degree programs: AP					
Contents - Fundamentals of business administration and management functions. Planning and budgeting, human resources management, management-by models, controlling - Selected leadership functions and their application, views of human nature, and leadership styles - Change management and organizational development, agility, and the learning organization - Social and corporate entrepreneurship, entrepreneurial marketing, and market orientation - Business planning and the fundamentals of starting a business, collaboration and innovation, generating innovative alternatives, financial planning and capital requirements analysis, and the fundamentals of business ethics					
Learning objectives and competencies to be imparted Students can identify and evaluate the basic concepts, principles, and methods of planning. They are familiar with key leadership models, understand the importance of human resource management and its functions, and can justify the rules governing the exercise of selected leadership functions. They know and understand the basic concepts and principles of intercultural business management as well as the functions of management. Students are able to assess corporate goals and the relationships between them and to derive goal-oriented managerial actions from them. They can place entrepreneurship-related issues within a broader business context, develop various future scenarios, and derive key management implications.					
Literature and teaching aids Birbaumer, A. & Sichler, R. (Hrsg.) (2021). Journal für Psychologie 1/2021: Agile Organisationen - Versuch einer kritischen Bestandsaufnahme, 29. Jahrgang, Heft 1/2021 Disselkamp, M. (2012). Innovationsmanagement: Instrumente und Methoden zur Umsetzung im Unternehmen. Springer. Gassmann, P. & Granig, P. (2013). Innovationsmanagement - 12 Erfolgsstrategien für KMU. Hanser. Kaluza, A. J. (2025). Führung und Wohlbefinden am Arbeitsplatz. Wie Führungskräfte ihre eigene Gesundheit und die von Mitarbeitenden stärken können. Hogrefe. Schneider, C. (2025). Gesund führen in der hybriden Arbeitswelt. Soziale Resonanz statt Führen auf Distanz. Hogrefe. Staehle, W.H. & Conrad, P. (2025). Management: Eine verhaltenswissenschaftliche Perspektive. Vahlen. Stegmaier, R. (2023). Führen in Veränderungsprozessen. Psychologisches Wissen für Change Leader. Hogrefe.					

4.5 : Industrial and Organizational Psychology

No.: 4.5	Mandatory module: Industrial and Organizational Psychology	Language: German		Credit points: 6	
		Frequency: each spring term		Term: 4	
		Workload: 180 h		Form of examination (graded): MP / SB / KL60 / EP	
	Prerequisites for participation: none	Contact hours: 60 h	Self-study hours: 120 h		
Courses:		Module commissioner:		Teaching and learning types:	Scope (SWS):
Industrial and Organizational Psychology		N.N.		V+S	4
This module is used for the following degree programs: AP					
Contents • Concepts of humanity and perspectives on work, the individual, and the modern workplace • Recruitment and development, job analysis and job design, stress and health, health management • Organizational theories, organizational development and change management, organizational culture and climate • Leadership theories, current developments in leadership research, error culture and error management • Team assessment and team development					
Learning objectives and competencies to be imparted Students are familiar with key models and methodological paradigms in Industrial, Organizational, and Business Psychology and can effectively distinguish between them. They acquire fundamental knowledge on the topics of personnel selection, job satisfaction, and work motivation – including from a historical perspective. They can interpret the experiences and behaviors of individuals in organizations against the backdrop of structural and situational conditions and examine current developments in the world of work and their effects on people (New Work, the onset of burnout, resilience, change management, and team development processes). Students derive implications for their own professional practice from the knowledge they have acquired.					
Literature and teaching aids Bamberg, E., Mohr, G. & Busch, C. (2012). Arbeitspsychologie. Hogrefe. Basel, J. & Spörri, S. M. (2024). Angewandte Psychologie für die Wirtschaft. Arbeit – Konsum – Gesellschaft. Springer. Fichter, C. (2018). Wirtschaftspsychologie für Bachelor. Springer. Heinlein, M., Neumer, J. & Ritter, T. (2023). Digital vernetzte Arbeit. Merkmale und Anforderungen eines neuen Typus von Arbeit. Springer. Kaufeld, S. (2019). Arbeits-, Organisations- und Personalpsychologie für Bachelor. Springer. Kie- ser, A. & Ebers, M. (Hrsg.) (2014). Organisationstheorien. Kohlhammer. Negri, C. & Goedertier, M. (2023). Was bewirkt Psychologie in Arbeit und Gesellschaft? Springer. Scheffer, D. (2021). Motivation in der Arbeitswelt. Wie Bedürfnisse, Motive, Emotionen und Ziele unser Handeln leiten. Kohlhammer. Zacher, H. & Lehmann-Willenbrock, N. (Hrsg.) (2022). Work, Organizational, and Business Psychology An Introductory Textbook. Kohlhammer.					

5. Term 5

5.1: Psychology and Social Transformation in the 21st Century

No.: 5.1	Mandatory module: Psychology and Social Transformation in the 21st Century	Language: German		Credit points: 6	
		Frequency: each fall term		Term: 5	
		Workload: 180 h		Form of examination (graded): PA	
	Prerequisites for participation: none	Contact hours: 60 h	Self-study hours: 120 h		
Courses:		Module commissioner:		Teaching and learning types:	Scope (SWS):
Psychology and Social Transformation in the 21st Century		Prof. Dr. Harald Rau		S	4
This module is used for the following degree programs: AP					
Contents • Social theories and analyses of contemporary society (e.g., trigger points, acceleration) • Relevant current issues in related disciplines (e.g., demographic change, radicalization, disinformation, conspiracy theories, climate change, artificial intelligence) • Examination of one's own professional competencies and their relevance to the above-mentioned topics • Scientific and practical analysis of application-oriented questions, dissemination, and transfer • Creativity techniques and science communication					
Learning objectives and competencies to be imparted Students become familiar with cross-disciplinary scientific methodologies and perspectives and develop the ability to engage in interdisciplinary dialogue. They identify their own scientific interests and pursue them consistently. Students learn to adapt and communicate scientific findings in a manner appropriate for specific audiences. They discuss global challenges arising from societal developments from a psychological perspective and are able to view themselves as active participants in the process of societal transformation.					
Literature and teaching aids Appel, M. (2020). Die Psychologie des Postfaktischen. Springer. Christiansen, H. & Lueken, U. (Hrsg.) (2023). Psychological Perspectives on the COVID-19 Pandemic. Challenges and Opportunities. Zeitschrift für Psychologie, 56. Genkova, P. (2024). Handbuch globale Kompetenz. Springer. Negri, C. & Goedertier, M. (2023). Was bewirkt Psychologie in Arbeit und Gesellschaft? Springer. Reese, G. (2022). Sozial-ökologische Transformation. Psychologische Pfade und systemische Barrieren. Zeitschrift für Pastoraltheologie, 42, 29–44. Rothmund, T. & Walther, E. (Hrsg.) (2024). Psychologie der Rechtsradikalisierung. Theorien, Perspektiven, Prävention. Kohlhammer. Schmitt, C. T. & Bamberg, E. (Hrsg.) (2018). Psychologie und Nachhaltigkeit. Konzeptionelle Grundlagen, Anwendungsbeispiele und Zukunftsperspektiven. Springer. Schneider, W. (2022). Eine Gesellschaft zwischen Narzissmus, Hysterie und Abhängigkeit. Hogrefe. Wink, R. (Hrsg.) (2016). Multidisziplinäre Perspektiven der Resilienzforschung. Springer. Zirkler, M. & Werkmann-Karcher, B. (2020). Psychologie der Agilität. Lernwege für Individuen und Teams. Springer.					

5.2 : Scientific Methodology II

No.: 5.2	Mandatory module: Scientific Methodology II	Language: German		Credit points: 9	
		Frequency: each fall term		Term: 5	
		Workload: 270 h		Form of examination (graded): PA / SB	
	Prerequisites for participation: none	Contact hours: 75 h	Self-study hours: 195 h		
Courses:		Module commissioner:		Teaching and learning types:	Scope (SWS):
Applied Methods		N.N.		S+Ü	5
Subject Hours				B	1
This module is used for the following degree programs: AP					
Contents • Evaluation, research synthesis, and meta-analysis • Applied research methods in market and opinion research • Physiological methods and their applications • Methodology development • Limitations of standardized research methods, accessibility in research, and an in-depth look at research ethics and standards					
Learning objectives and competencies to be imparted This module provides advanced knowledge of key research methods and statistical techniques, including the ability to correctly match statistical methods to the corresponding research questions. Students will master hypothesis modeling and the necessary analysis steps using statistical software (SPSS/R). They will be able to logically justify empirical conclusions. Students gain insights into ongoing research at the university and develop an in-depth understanding of a variety of methodological approaches (experiments, neurophysiological studies, interview studies, questionnaire surveys), their applications, strengths, and weaknesses. They are able to independently plan, conduct, and evaluate psychological studies and their experimental designs.					
Literature and teaching aids Germane Gesellschaft für Psychologie (DGPs) (Hrsg.) (2018). Ethisches Handeln in der psychologischen Forschung. Empfehlungen der Germanen Gesellschaft für Psychologie für Forschende und Ethikkommissionen. Hogrefe. Döring, N. (2023). Forschungsmethoden und Evaluation in den Sozial- und Humanwissenschaften. Springer. Gollwitzer, M., Pohl, S.& Jäger, R. S. (2023). Evaluation kompakt. Beltz. Keller, B. et al. (2020). Marktforschung für die Smart Data World. Chancen, Herausforderungen und Grenzen. Springer. Mey, G. & Mruck, K. (2020). Handbuch Qualitative Forschung in der Psychologie. Band 1: Ansätze und Anwendungsfelder. Springer. Mey, G. & Mruck, K. (2020). Handbuch Qualitative Forschung in der Psychologie. Band 2: Designs und Verfahren. Springer. Moosbrugger, H. & Schweizer, K. (2002). Evaluationsforschung in der Psychologie. Zeitschrift für Evaluation, 1/2002, 19-37. Treischl, E. & Wolbring, T. (2020). Wirkungsevaluation. Grundlagen, Standards, Beispiele. Beltz.					

5.3 : Interdisciplinaty Networking (*)

No.: 5.3	Mandatory module: Interdisciplinary Networking	Language: German or different language		Credit points: 6	
		Frequency: each fall term		Term: 5	
		Workload: 180 h		Form of examination (graded): *	
	Prerequisites for participation: none	Contact hours: 60 h	Self-study hours: 120 h		
Courses:		Module commissioner:		Teaching and learning types:	Scope (SWS):
*Students must select two elective courses (WPF) from a specified list of WPFs, which together total 4 SWS and 6 LP. The list of WPFs is determined based on the offerings of each faculty.					
This module is used for the following degree programs: AP, MK, TM, SRM					
Contents					
Based on the elective courses selected from the faculty's offerings					
Learning objectives and competencies to be imparted					
Students explore various fields of research and practice in Applied Psychology from an interdisciplinary perspective and acquire cross-disciplinary knowledge of theory and methodology. The module enables students to compare their own disciplinary way of thinking with perspectives from other fields, facilitates interdisciplinary exchange, and helps them develop and strengthen their own professional stance. It promotes transdisciplinary collaboration on relevant questions concerning the future of society.					
Literature and teaching aids					
Relevant working materials					

5.4 : Applied Research and Consulting

No.: 5.4	Mandatory module: Applied Research and Consulting	Language: German		Credit points: 9	
		Frequency: each fall term		Term: 5	
		Workload: 270 h		Form of examination (graded): PA / SB	
	Prerequisites for participation: none	Contact hours: 90 h	Self-study hours: 180 h		
Courses:		Module commissioner:		Teaching and learning types:	Scope (SWS):
Applied Research Project		Prof. Dr. Denise Sommer		S	4
Advanced Scientific Work				V+Ü	2
This module is used for the following degree programs: AP					
Contents • Interdisciplinary areas of application and current issues that can be addressed from a psychological perspective • Development of an original applied research question (possibly in collaboration with practitioners) and a research design; conducting and analyzing an empirical study; presenting the findings and deriving recommendations for action • Client presentation and empirically grounded counseling					
Learning objectives and competencies to be imparted Students engage with other disciplines, confidently familiarize themselves with new fields, and develop professional skills in collaborating with diverse project partners. Through the project, they experience and evaluate the entire research process and articulate their own academic interests. The module fosters a critical approach to academic texts in the field of Applied Psychology and the application of the techniques learned in academic work and evidence-based counseling. Students develop their own scientific work style and shape their own learning process. They consolidate the study management skills necessary for their thesis, such as work planning and literature research for a large-scale scientific project, presenting and defending their own project work before an audience, scientific writing, and techniques for transferring knowledge into practice.					
Literature and teaching aids Germane Gesellschaft für Psychologie (DGPs) (Hrsg.) (2019). Richtlinien zur Manuskriptgestaltung. Hogrefe. Döring, N. (2023). Forschungsmethoden und Evaluation in den Sozial- und Humanwissenschaften. Springer. Genkova, P. (2024). Handbuch globale Kompetenz. Springer. Peters, J.H. & Dörfler, T. (2019). Planen, Durchführen und Auswerten von Abschlussarbeiten in der Psychologie und den Sozialwissenschaften. Pearson. Peters, J.H. & Dörfler, T. (2019). Schreiben und Gestalten von Abschlussarbeiten in der Psychologie und den Sozialwissenschaften. Pearson. Ritschl, Weigl, Stamm (2023). Wissenschaftliches Arbeiten und Schreiben. Verstehen, Anwenden, Nutzen für die Praxis. Springer. Schönfeld, R., Pohl, J. & Leplow, B. (2022). Empirische Forschungsarbeiten in der Psychologie. Von der Idee zur Realisation. Kohlhammer.					

6. Term 6

6.1 Supervised Internship

No.: 6.1	Mandatory module: Supervised Internship	Language: German or different language		Credit points: 15	
		Frequency: each spring term		Term: 6	
		Workload: 450 h		Form of examination: none	
	Prerequisites for participation: The conditions for starting the supervised internship are regulated by the “Praktikumsordnung”.	Contact hours:	Self-study hours:		
Courses:		Module commissioner:		Teaching and learning types:	Scope (SWS):
Supervised Internship				B	
Reflection Colloquium				B	
Contents					
Supervised practical training periods are generally structured so that students either collaborate on a project at the placement site or are assigned a self-contained subproject within that framework. In addition to receiving a general orientation at the company, placement site, or institution and becoming familiar with the work environment, students spend the initial part of the practical training semester getting up to speed.					
Learning objectives and competencies to be imparted					
During the supervised practical training phase, students gain insight into the realities of work in a selected field. Here, they can apply and further develop the practical skills they have learned. They also become familiar with work routines and constraints.					
Literature and teaching aids					
Relevant working materials					

6.2 Bachelor's Thesis and Defense

No.: 6.2	Mandatory module: Bachelor's Thesis and Defense	Language: German		Credit points: 15 (12 +3)	
		Frequency: each spring term		Term: 6	
		Workload: 450 h		Form of examination (graded): BA + KO	
	Contact hours: 0 h	Self-study hours: 450 h			
	Prerequisites for participation: The conditions for starting the bachelor's thesis are regulated by the "Prüfungsordnung" and supplementary resolutions by the examination board.				
Courses:		Module commissioner:		Teaching and learning types:	Scope (SWS):
Bachelor's Thesis (12 CP)		Betreuende/r Dozent/in		B	
Defense (3 CP)				B	
Contents					
The specific question/task. After the official issue of the topic by the examination board, the actual preparation of the bachelor's thesis is a continuous process.					
Learning objectives and competencies to be imparted					
With their bachelor's thesis, students demonstrate that they are able to independently work on a problem/task from their field of study using scientific methods and within a specified period of time. The problem/task is formulated by a supervisor/first examiner after consultation with the student. The exact procedure for this is regulated by the "Prüfungsordnung"..					
Literature and teaching aids					
Relevant working materials					