

Please fill out the checklist below

It is essential that:

- In the left-hand cells of the Table, you give the **names of the courses as mentioned in your transcript of records;**
- In the cells right next to them, under the track(s) of your choice, **you specify the number of credits, as mentioned on your transcript**

It is very important that the names of the courses and the credits in the checklist are **the same** as in the transcript. Remember what we wrote above: we often see very poorly filled out checklists. Because of time limitations, our evaluation strategy will be “when in doubt, reject”. So it is essential to specify everything as well as possible.

Names of courses and course codes as mentioned in your transcript	Track(s) of your choice				
	Clinical Psych/ Forensic Psych	Clinical. NeuroPsy	Ontw.Psy	Theory & History of Psy	All Other Tracks (ASP, EP, WOP, ACN, TDC)
Requirement: Substantive courses: at least 65 or 60 EC					
These are courses dealing with psychological theories and applications, not with skills, or meta topics.					
Track specific requirements	At least 65 EC, at least 20 EC of which on Clin Psy	At least 65 EC, at least 15 EC of which on Clin NeuroPsy and 5 EC on Psychopathology	Minstens 60 EC, waarvan ten minste 10 EC of op het gebied van Ontwikkelingspsy; maximaal 5 EC kan worden vervangen door track relevant niet-Psy cursussen	At least 60 EC, of which at most 15 EC may be replaced by track relevant non-Psy courses	At least 60 EC, of which at most 15 EC may be replaced by track relevant non-Psy courses
	<i>Clinical Psych courses</i>	<i>Clinical NeuroPsych courses</i>	<i>Ontwikkelingspsy cursussen</i>	<i>Psychology courses</i>	<i>Psychology courses</i>
Introduction into Clinical Psychology	3 EC				
Clinical Psychology: Mental disorders	4 EC				
Psychopathology I	2,5 EC				
Psychopathology II	2,5 EC				

Special topics in clinical psychology: Clinical Psychopathology	3 EC				
Seminar on basic Research: Psychology in Forensic and Crime	2,5 EC				
Seminar for Practice and Consolidation: Depression and Mania - Deeper insight affective disorders	2,5 EC				
	<i>Other Psychology courses</i>	<i>Other Psychology courses</i>	<i>Other Psychology courses</i>		
Introduction into scientific work	1,5 EC				
Scientific Methods of Observation and Description	1 EC				
Cognitive Psychology I	3 EC				
Cognitive Psychology II	4 EC				
Special Chapters of the Cognitive Psychology	3 EC				
Cognitive Psychology III	3 EC				
Psychology of Motivation and Emotion	3 EC				
Biological Psychology I	3 EC		<i>Track relevant non-psych courses</i>	<i>Track relevant non-psych courses</i>	<i>Track relevant non-psych courses</i>
Biological Psychology II	3 EC				
Biological Psychology III	4 EC				
Human Ethology	2,5 EC				
Special Chapters of the Biological Psychology	2,5 EC				
introduction to developmental psychology	1,5 EC				
Developmental psychology of childhood	3 EC				
Developmental Psychology of Adolescence and Adulthood	3 EC				
Special topics of Developmental Psychology	2,5 EC				
Psychology of Personality and Individual Differences I	3,5 EC				
Psychology of Personality and Individual Differences II	3,5 EC				
Special Chapters of Personality and Differential Psychology	3 EC				
Social Psychology I	4 EC				
Social Psychology II	3 EC				
Special Issues of Social Psychology: The social psychology of music	3 EC				

Work and Organizational Psychology I	3 EC				
Work and Organizational Psychology II	3 EC				
Special topics of applied psychological: Educational Psychology	4 EC				
Qualitative Research Methods	2,5 EC				
Methods of Performance assessment	1 EC				
Practice, Performance assessment	2 EC				
<i>Total number of credits</i>	<i>99 EC</i>				
<p>Practical skills on communication with and diagnosis of patients/clients: at least 5 EC. Structuring a conversation in a psychological setting with a patient/client from the relationship-building phase to the assessment phase, based on training including role-play and feedback.</p>					
Seminar for Practice and Consolidation: Conversation management and techniques	2,5 EC			Not needed	Not needed
Internship	12,5 EC				
<p>Statistics: at least 15 EC in which you were at least taught on the following topics (in reasonable depth):</p> <ul style="list-style-type: none"> • Basic descriptive statistical techniques • Basic graphical statistical techniques • Basic inferential statistical techniques (confidence intervals, significance testing) • Nonparametric statistics • Simple and Multiple regression • Logistic regression • ANOVA (One- and Two way designs) • Repeated measures ANOVA • ANCOVA • Moderator analysis (= regression analysis including interactions of quantitative predictors) <p>The descriptions you give here must make clear to us which of the above techniques you master. Please highlight them (e.g. by marking such terms in yellow, as in the example course descriptions that you can find at the end of this document). Note, if your university's descriptions don't mention these, you must add contents of course material (e.g., a course syllabus, or lecture slides), so that the admission board can see that you really were taught <i>all the above specific techniques</i>.</p>					
Statistics I	4,5 EC				
Statistics II	3 EC				
Statistics III	3 EC				
Practice course of statistics	1 EC				

Computer Aided Data Evaluation I	1,5 EC				
Computer-Aided Data Evaluation II	2 EC				
				(partial exemption possible)	
<p>Reliability and Validity of Psychological tests: at least 5 EC Here you should specify course(s) devoted to at least classical test theory, Cronbach's alpha, item analysis and validity of tests. Sometimes these topics were treated in a general methodology course. Then you must show by providing documents detailing the contents of the course material that a substantial amount of time was devoted to these topics.</p>					
Introduction to Psychological Methods	3,5 EC				
Psychological Assessment I	4 EC				
VO Diagnostics II	3,5 EC				
<p>Psychological Research methodology: Theory and Practice: at least 10 EC This should include theoretical concepts in research methodology and research ethics, as well as practical training in carrying out a full research project (i.e., deriving and formulating a research question, designing a study (which should be at least partially quantitative), collecting data, analyzing results, reporting the whole project, finishing with a discussion and conclusion section). Please give full details on the courses on research methodology that you followed. Many students wrote a bachelor thesis or a similar report on an empirical study in which all the above research steps of the process were followed. Therefore, a very good way of proving that you have had sufficient training in practical research skills in which you covered all steps is to UPLOAD A COPY OF YOUR (DRAFT) THESIS OR A RESEARCH REPORT WITH YOUR APPLICATION (EVEN IF IT IS NOT IN ENGLISH). <i>Please note that for Clinical Psychology and Forensic Psychology a thesis of at least 9 ECs is a <u>strict</u> requirement.</i></p>					
Research Seminar I	5 EC				
Research Seminar II with Bachelor Thesis	12,5 EC				
Empirical Experimental Seminar	4 EC				
<p>Theory/Philosophy of Science and/or History of Psychology: at least 5 EC. Sometimes these topics are treated briefly in Introductory courses only. That is not enough to satisfy the requirements. If these topics have been treated within other courses, then you must show by documents detailing the contents of the course material that a substantial amount of time (summing up to 5 EC) was devoted to these topics.</p>					
Historical and Social Basics for Psychology	5 EC				
Introduction to Psychology I	5 EC				
Introduction to Psychology II	7,5 EC				

Completing this form

- **Finally you have to provide the official course descriptions of all courses you mentioned above (in the same order), again using the official names of the courses, as they appear on the transcript.**

- **Note that for Statistics we are extra strict, so please verify:**

Did you follow at least 15 EC on Statistics courses? **YES**

Do the courses you mention jointly cover ALL topics mentioned in the bulleted list in reasonable depth? **YES**

Did you provide descriptions that explicitly mention each of these topics, or did you add other material to prove that each of the topics were treated in reasonable depth? **YES**

If you did not answer YES to each of the above three questions, your application will result in a rejection, EXCEPT for the tracks *Talent Development and Creativity*, *Theory and History of Psychology*, *Applied Cognitive Neuroscience*, *Environmental Psychology*, *Applied Social Psychology*, and *Ontwikkelingspsychologie* for which you may be offered a premaster programme.

Course descriptions (in the order of the courses mentioned in the checklist)

720094 Introduction into Clinical Psychology

Learning Outcome: Knowledge about the theoretical and methodological foundations of clinical psychology and psychotherapy

Contents: The lecture provides an introduction into the theoretical basic concepts, research methods and application-fields of clinical psychology. The basic principles of clinical-psychological diagnosis as well as clinical-psychological and psychotherapeutic interventions (different therapy phases, psychotherapy approaches, psychotherapy research etc.) are presented and discussed in different mental disorders. The established classification systems of mental disorders and a comparative perspective with other allied disciplines will be discussed critically.

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720095 Clinical Psychology: Mental disorders

Learning Outcome: The students should acquire basic knowledge regarding the diagnosis, symptomatology and aetiology of mental disorders

Contents: In this lecture the most important mental disorders will be presented and discussed using case examples. The established classification systems, diagnostic criteria and etiological models of the different disorders such as anxiety disorders, mood disorders (especially major depression), schizophrenia, dementia, substance-induced disorders (especially alcohol abuse and alcohol addiction) and personality disorders will be presented.

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720101 Psychopathology I

Learning Outcome: After the course participants should have acquired a profound knowledge of psychological disorders.

Contents: In this course (Psychopathology I and II) a number of fundamental aspects of psychological disorders will be covered. General definitions of illness and their relevance for psychopathology will be discussed. The Psychopathological Status is the basis for the assessment of psychological alterations and the description of psychiatric disorders and will be presented in detail. Further, the genetic background and epidemiological data of psychiatric illness are important for the understanding of the occurrence and presentation of disorders. Special chapters include affective disorders, schizophrenia and psychosis, organic syndromes, dementia, substance abuse and dependence, neuroses and personality disorders. Suicidality as the most important potentially lethal phenomenon within psychiatry will be given broad interest. Occasional case presentations should facilitate the understanding of psychological morbidity. The aim of the lecture is to provide the basis for a comprehensive biological/psychological-psychodynamic/psychosocial view of psychiatric disorders.

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720102 Psychopathology II

(same description as psychopathology I)

720096 Special topics in clinical psychology: Clinical Psychopathology

Learning Outcome: The aim of the course is the acquisition of the competence in the description and classification of psychiatric symptoms, with a view of their application in the diagnosis and treatment of psychiatric disorders.

Contents: This course provides a general overview of psychopathology and mental disorders. The course provides the foundations for the operationalized psychiatric diagnosis and discusses its importance in psychiatry. Psychopathological concepts will be introduced in the context of clinical cases. For the correct application of psychopathological concepts, clinical picture of the main disorders and the basis of their treatment will be discussed.

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720049 Seminar on basic Research: Psychology in Forensic and Crime

Learning Outcome: The students receive an overview of concepts and theories in the forensic / criminological field and an in-depth insight into the contributions of psychology to this field.

Contents: The seminar deals in particular with contributions from psychology to the field of forensics / criminology. In particular, theoretical approaches such as "Why does someone become a criminal", "Resocialization" ... are dealt with.

Methods: Theoretical input of the course leader; critically questioned group presentations from the forensic / criminological area; Discussion; Visit to the Innsbruck Prison and possibly other institutions

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720079 Seminar for Practice and Consolidation: Depression and Mania - Deeper insight affective disorders

Learning Outcome: Students have comprehensive theoretical knowledge about affective disorders and the treatment options in practice. They are also able to correctly classify and critically review concerning scientific papers. In addition, both clinical and methodological skills are deepened by working on case studies and the latest research findings.

Contents: This clinical seminar will focus on the spectrum of affective disorders. Particular attention is paid to bipolar disorders and depressions. In groups, lectures and presentations are prepared on topics such as classification, diagnostics, epidemiology, process, cause and treatment. In between, case studies and the latest research findings will be presented.

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720004 Introduction into scientific work

Learning Outcome: Capability of basic study techniques and fundamentals of scientific work in psychology.

Contents: The lecture-practical course (VU) provides an introduction to techniques of scientific work. Forms, characteristics and the use of scientific literature, the literature research options (libraries, WWW, databases, etc.), dealing with scientific articles, reading techniques and other study techniques are clarified. Another focus is on guidelines for the drafting of scientific papers: formal requirements, scheme of scientific papers, writing scientific papers, citation rules, etc. in psychology. Another focus is an introduction in scientific and epistemological and ethical foundations in psychological research. In addition to the lecture each student must complete two exercise parts as prerequisite for the final written exam: Practical course part 1: VU plenary date / Plenartermin (during the general lecture time) - 2 dates: A (Group 1 - Group 7), B (Group 8 - Group 13).

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720013 Scientific Methods of Observation and Description

Learning Outcome: Basic knowledge of the principles, requirements, possibilities and different kinds of scientific observation and description in psychology.

Contents: In everyday observation and description of characters and situations are an intrinsic part of human behavior. In psychology are systematically applied methods of observation and description important foundation of data mining and basis of descriptive representations. The course provides a basic overview and introduction to basal and important requirements, forms and methods of observation and description in the context of psychological research in contrast to the everyday life.

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720016 Cognitive Psychology I

Learning Outcome: Overview of the cognitive aspects of human perception; independent and critical reflection of cognitive psychological content

Contents: The course introduces into general psychology and deepens one of its interesting subsections, the psychology of perception. Subject of general psychology is the description and explanation of the basic structures and processes that determine human behavior and experience. General psychology examines universal laws of mental processes and therefore, it is both the basis for all psychological disciplines and it is the link between them. The contents of the course include not only a basic overview of the objects, aims and topics of general psychology (e.g., motor skills, perception, learning, memory, knowledge, thinking, problem solving, decision making, language, motivation, emotion) but also focus on the cognitive aspects of human perception. Inter alia, the perception term, the main problems of perceptual psychology (e.g., the central problem: Association of stimulus structure and perception), the constitutive features of perception (objectivity, comprehensiveness, meaningfulness of perception, conceptual perception, depending of perception on the current and previous context), perception as perceptual activity, and the constancy phenomenon will be discussed.

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720017 Cognitive Psychology II

Learning Outcome: Overview of the human mind and thinking; independent and critical reflection of cognitive psychology content

Contents: The lecture introduces into one fundamental area of general psychology, human thinking. The psychology of thinking refers to a subfield of cognitive psychology and represents investigations into the processes and structures of the (thinking) mind. A substantial part of our cognitive conscious existence takes place in our thinking. Our conscious experiencing and knowledge is represented in processes of thinking and imagination. The content of the lecture focusses on thinking as mediating and generalising processes of insight, language (production), concept formation (artificial concept formation, natural learning of concepts), reasoning (deduction, induction, thinking in analogies), algorithmic thinking as knowledge based task processing, thinking as problem solving, the creative thinking as well as decision making in task processing and problem solving.

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720018 Special Chapters of the Cognitive Psychology

Learning Outcome: Findings of visual, acoustic and olfactory perception.

Contents: In the lecture, special topics of cognitive psychology, such e.g. Information processing processes, influencing of the perception and manipulation of the sales behavior, and explained by means of practical examples.

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720019 Cognitive Psychology III

Learning Outcome: Overview of basic theories and empirical findings in the psychology of learning, memory and knowledge; independent and critical reflection of cognitive psychological content

Contents: The general psychological lecture "learning - memory - knowledge" gives an overview of basic theories and empirical findings in the psychology of learning, memory, and knowledge. There is a logical relationship between these three components of learning, memory, and knowledge. Without memory, there would be no learning, no learning would mean that there is nothing new that can become knowledge, and therefore would not get into our memory. We think and argue with facts, which we remember. Consequently, the course will include learning styles, basic learning mechanisms and theories of learning (contiguity, reinforcement theory, social cognitive theory, learning by reflection), the structure and functions of memory, memory systems and processing depths, forgetting, and the representation and organization of knowledge in the semantic memory.

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720020 Psychology of Motivation and Emotion

Learning Outcome: The Ability to classify motivation and emotion in a scientific manner. Knowledge gain in applied psychology of motivation and emotion.

Contents: Various theories related to motivation and emotion will be discussed; additional focus on practical applications.

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720022 Biological Psychology I

Learning Outcome: Objective of the 9th Compulsory module "Biological Psychology A" consisting of three lectures Biological Psychology I, II and III: Students will acquire knowledge about the biological basis of mental functions (eg, perception, memory, emotion, language, consciousness) and their development and disorders. Besides the acquisition of psychologically relevant anatomical, physiological and biochemical basis of knowledge they gain knowledge about cognitive neuroscience contexts. They will be able to analyze neurobiological processes and structures at the molecular, cellular, individual and social level.

Contents: In this course, the biological basis of human behavior and experience should be taught in introductory manner. In this example, both anatomical, biochemical, neurophysiological mechanisms and processes as well as complex functions of the brain, such as perception, consciousness, are presented and explained. The importance of the different levels of the processes and structures of molecular, cellular to individual and societal level is clarified to understand biopsychological contexts. Starting from the description of the historical development of biopsychological issues and studies the main contents and methods of the current Biological Psychology in general and neuropsychology in particular are presented and explained the problem.

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720023 Biological Psychology II

(see Biological Psychology I)

720024 Biological Psychology III

(see Biological Psychology I)

720025 Human Ethology

Learning Outcome: The students will be made familiar with manifold aspects of human perception, thought, emotion and behavior and the connections with other human sciences.

Contents: Human Ethology investigates human behavior with the help of the Four Basic Questions of Biological Research (causation, ontogeny, adaptation, phylogeny).

The following topics will be presented:

- birth
- expression of emotions
- bonding and increasing autonomy of the child (incl. traumata because of loss of parents and/or incest)
- biopsychology of gender differences
- phases of grief / accompanying of mourning people
- aggression, inhibition of aggression / theories about aggression
- evolutionary aspects of psychology and medicine
- evolution of moral
- evolutionary epistemology
- possessive behavior

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720026 Special Chapters of the Biological Psychology

Learning Outcome: Students will develop an understanding of aspects of biological psychology with special emphasis on multidisciplinary and interdisciplinary approaches and methods.

Contents: In the current course contents, for example, the visual neurocognition, social neurocognition, developmental neuropsychology and computational neuroscience are presented and explained by their significance for the study of the mental functions of the human brain. Neuroscientific theories and concepts are presented in particular to investigate and analyze neural processes and structures of seeing and social cognition. Similarly, the importance of the development from multidisciplinary to interdisciplinary research and theory building is shown and discussed.

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720029 introduction to developmental psychology

Learning Outcome: The aim of the present lecture is the examination of historical and actual theories of developmental psychology taking account of different movements or scientific trends.

Contents: This lecture provides an overview about central theories and conceptions of the human being within the field of developmental psychology. Through the communication of fundamentals it will be possible to gain a better understanding about different approaches of the research of development. In addition, the traditional issue concerning the nature-nurture-controversy of development will be covered.

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720030 Developmental psychology of childhood

Learning Outcome: Aim of this lecture is to get an understanding for connections of relevant developmental processes and to work out the meaning of these developmental processes for the child's development.

Contents: This lecture provides an overview about central contents, topics and questions of the developmental psychology of children. Different theoretical concepts and approaches provide the basis for the inspection of the physical, cognitive, emotional and social development from the prenatal phase to middle childhood.

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720031 Developmental Psychology of Adolescence and Adulthood

Learning Outcome: Understanding development in adolescence and adulthood

Contents: Development from adolescence until late adulthood will be presented using state of the art research results. Importance of crisis life events for development in adolescence and adulthood, the developing persons are seen as active and interacting with a changing environment. Recent research results on adult development as well as neurobiological research will be presented.

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720032 Special topics of Developmental Psychology

Learning Outcome: Basis knowledge of development and language, enabling self-organized study and critical reflection of the subject.

Contents: Content of the course is the interplay of developmental psychological aspects and language development. The focus is on child language acquisition under normal conditions, as well as in the context of developmental delays or developmental disorders.

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720035 Psychology of Personality and Individual Differences I

Learning Outcome: After participating in this lecture, you will have got to know various psychological approaches attempting to describe and/or explain personality from different perspectives. You will have gained insights into the basic assumptions underlying the different paradigms, and the methods they predominantly employ.

Contents: Who am I? Why am I the way I am, and why are you different? The lecture starts off with clarifying basic ideas and objectives related to the psychology of personality and individual differences. Concepts of personality stability are discussed. Factors of personality change are identified and illustrated with respect to interactionism. Various models of (wo)man, their underlying assumptions and consequences of applying them will be argued.

Psychoanalytical, neo-analytical, behaviourist, humanistic and trait paradigms will be introduced.

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720036 Psychology of Personality and Individual Differences II

Learning Outcome: The module is devoted to an in-depth treatment of methods and findings from selected topics in current personality research. Students will familiarize themselves with the areas mentioned below.

Contents: "Biological bases of personality", "Personality development", "Cognitive and affective personality constructs", "Gender Differences in Personality", "Personality and close relationships", "Self-esteem and self-control", "Personality and Health" "Recent developments in personality assessment"

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720037 Special Chapters of Personality and Differential Psychology

Learning Outcome: After participation in this lecture, you will know of the roots and main agents of Positive Psychology . You will be aware of basic assumption linked to this approach. You will be able to differentiate various aspects of well-being and health, and know of possibilities to support both practically.

Contents: Positive Psychology is concerned with those factors of human existence that are associated with the attainment, preservation, recovery and growth of well-being. After an overview of roots, development and protagonists of Positive Psychology, we will deal with the question of the 'good life', concepts of health and well-being, their predictors and ways of achievement. Not least, we will discuss the dangers of Positive Psychology, and its negative sides.

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720040 Social Psychology I

Learning Outcome: insight into socialpsychological thinking

Contents: This introductory course addresses the main socialpsychological theories and findings. It covers empirical studies as well as how to apply these findings in everyday life.

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720041 Social Psychology II

Learning Outcome: insight into socialpsychological thinking

Contents: This introductory course addresses the main socialpsychological theories and findings. It covers empirical studies as well as how to apply these findings in everyday life.

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720042 Special Issues of Social Psychology: The social psychology of music

Learning Outcome: Students will receive an overview of the current research on the social psychology of music. Special emphasis will be placed on both positive and negative aspects of music use on the experience and behaviour of individuals as well as of social groups in different social contexts. The underlying psychological mechanisms will be discussed.

Contents: Social psychology of music: Music as a universal social phenomenon and theories on the origins of music; different listening situations and music in everyday life; music preference; problem music and subcultures; music and altruism; music and relationships; music in multimedia (film music, advertising); intercultural music research.

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720103 Work and Organizational Psychology I

Learning Outcome: Basic knowledge about w/o psychological theories, methods, research findings and practice

Contents: The two-part lecture encompasses selected subjects from the "foundations of applied psychology" (Bachelor's degree in psychology). Part I of this two-semester lecture focusses work psychology. First, the importance of "Psychotechnics" (e.g. Stern, Münsterberg, Lipmann) and the beginnings of the "scientific management" of work (F. W. Taylor, Henry Ford, Frank & Lillian Gilbreth) for the development of work and organizational psychology are shown in a historical overview. This is followed by humanist vs. economic theories or concepts of work motivation and job satisfaction. Further, theoretical foundations of W & O psychology in action-regulation-theory, activity theory, cognitive stress theory, critical theory (in particular alienation in work, technology, and interaction) and in the socio-technical design approach are presented. Further work and organizational psychological topics will be discussed: Beneficial (mental and social promotion of personality, social support, psychosocial health, occupational safety) and harmful effects of work (work-related mental stress / work load and strain, burnout, psychological conflicts, terrorization at the workplace / "mobbing"), human-centered design of work and technology. To illustrate, videos, organizational case studies, and cultural artifacts concerning work life are included.

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720104 Work and Organizational Psychology II

Learning Outcome: Acquired Basic knowledge about work and organizational psychological theories, methods (see below) and their critically reflected application in practice

Contents: This overview lecture continues the lecture "Work and Organization Psychology I". In part II, organizational psychological approaches serving the theoretical comprehension, the categorial description, and the human centred improvement of organizations are presented. Methods and interventions of process-related organization development (e.g. process consulting according to Ed Schein) will be treated. Complimentarily, psychological theories and methods of leadership and present management concepts will be analysed, including the role of psychologists in business organizations and consultancies. Further more, the lecture is focussed upon concepts of human-centred design of group work, team development, quality circles and project work in organizations. New concepts of organizational behavior research (e.g. organizational citizenship behavior, organizational justice) as well as concepts from critical management studies (including influence tactics in organizations) will be discussed. Additionally, areas of problems and research results considering different forms of participation will be considered. Enterprises which practice models of organizational democracy or humanistic business ethics will be presented based on video documents.

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720105 Special topics of applied psychological: Educational Psychology

Learning Outcome: Knowledge about basic concepts of Educational Psychology.

Contents: The course will introduce into some central topics of Educational Psychology. Especially, we will focus on the psychological aspects of teaching and learning within the context of schools.

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720015 Qualitative Research Methods

Learning Outcome: Basic competence in Qualitative Research Methods: Data collecting and analysis

Contents: The lecture is primarily concerned with the fundamentals of qualitative research. Following subjects are in the focal point of the lecture: Introduction in theory and (research) practice; different qualitative research strategies and concepts, like Grounded Theory, ethnographic and biographical approaches, etc. Miscellaneous methods on qualitative data collection with special consideration of the technique of interviewing (narrative interview, problem centered interview, ...) Different methods and approaches on qualitative data analysis.

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720092 Methods of Performance assessment

Learning Outcome: Students learn basic theoretical knowledge on Development and principles of construction of performance tests and aspects of professional and ethically correct application.

Contents: The lecture will cover classification systems of performance tests. Furthermore, the phases of performance testing, sources of failures in testing and professional standards for conducting the tests will be described. Furthermore, ethical and legal problems of performance testing will be discussed.

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720093 Practice, Performance assessment

Learning Outcome: The students learn to put into practice theoretically acquired knowledge in the field of performance diagnostics and to present it in the form of examination reports.

Contents: The evaluation and documentation of these tests will be demonstrated by means of various performance tests and practiced in small groups.

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720066 Seminar for Practice and Consolidation: Conversation management and techniques

Learning Outcome: After the seminar, the students have knowledge of conducting various forms of psychological conversation

Contents: The students are given an overview of concepts and theories in conversation and an in-depth insight into how to deal with difficult personalities.

Methods: theoretical input of the course leader; Exercises in small groups; discussion

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Internship

I am starting an internship over 290 hours on the 23.02.2021. I will be finished around middle of June. The final report of this will also be mentioned in my Bachelor diploma and is a requirement to finish it. The internship will be at the WIFI Tirol, in their Testcenter. My tasks will center around testing clients with all kinds of different tests, like IQ-tests, personality test or ability tests. After the analysis of the test results there will be a talk about them with the clients. Here i will train my communication skills. This will all be supervised by a psychologist who gives me feedback.

720007 Statistics I

Learning Outcome: Students will be introduced into the key steps of statistical decision making as they are applied in psychological research.

Contents: The contents of this course comprise **descriptive statistics** (data **presented in graphic and tabular form**, quality of data, central parameters of a sample such as mean value and variance) and the basics of **inferential statistics** (including binominal test, central limit theorem, α - and β errors, t-distribution).

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720008 Statistics II

Learning Outcome: Mastery of the inferential statistical procedures treated in the lecture.

Contents: Based on statistics I, the main methods of **inferential statistics** are presented. Methods for testing of correlation and difference hypotheses are discussed (**parametric and non-parametric tests**), especially t-test for independent samples, t-test for dependent samples, Mann-Whitney u-test for independent samples, Chi-square method for the analysis of contingency tables, Pearson's product-moment correlation, **linear regression**, Spearman rank correlation and Phi-coefficient.

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720011 Statistics III

Learning Outcome: Students are expected to understand at the end of the course the basic mathematical methods which are applied to calculate the above listed statistical methods. Students should also acquire knowledge about the various requirements for the application of statistical methods and the interpretation of the calculation results.

Contents: This lecture is based on Statistics II and requires an understanding of the fundamental methods of **inferential statistics (testing of hypotheses for significant correlation or differences)**. The lecture discusses **analysis of variance (one-way analysis of variance, two-way analyses of variance and interaction effects)**, partial correlation, **multiple regression analysis** and factor analysis.

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The screenshot shows a PDF document titled "Statistik III" with a lecture schedule table. The table lists lecture dates, times, topics, and locations. Below the table, there are additional topics listed under "Zusatzthemen".

Date	Time	Topic	Location
3.10.	8:15-10:00	Einfaktorielle Varianzanalyse	JM-HS1
	12:15-14:00		Hörsaal 2
	14:30-15:45		
	16:00-17:00		
7.11.	10:15-12:30	Mehrfaktorielle Varianzanalyse	PMS101
	15:30-17:00	Lineare Regressionsanalyse	HS 6
	17:30-20:00		JM-HS1
16.1.	10:00-11:45	Logistische Regressionsanalyse	PMS101
	12:30-13:30	Exploratorische Faktorenanalyse	Hörsaal 2
18.1.	8:15-10:00	Konfirmatorische Faktorenanalyse	?
	10:30-12:00	Strukturgleichungsmodelle	?
	13:15-14:45	Klausurvorbereitung	?
	15:15-16:45		?

Zusatzthemen: Datenqualität / Missing Data
Bestimmung optimaler Stichprobenumfänge
Mehrebenenanalyse

file:///C:/Users/tobis/AppData/Local/Temp/Einfaktorielle+Varianzanalyse_8_inklFu%C3%9Fnote+.pdf

Logistic Regression (see picture above)

Einfaktorielle Varianzanalyse = **ANOVA one way** (see picture above)

Mehrfaktorielle Varianzanalyse = ANOVA two/more way (see picture above)

Varianzanalyse mit Messwiederholung

Varianzanalyse mit einem Messwiederholungsfaktor
einfaktorielle Varianzanalyse mit Messwiederholung
(komplett messwiederholtes Design)

Verändert sich der Gesundheitszustand im Zeitverlauf.
4 Messzeitpunkte: Prä, Post, 6-Monats-follow-up, 12-Monats-follow-up

Verändert sich die mathematische Kompetenz im Zeitverlauf.
5 Messzeitpunkte: 1., 2., 3., 4., 5. Klasse.

Varianzanalyse mit einem Messwiederholungsfaktor und einem Zwischensubjektfaktor
Zweifaktorielle Varianzanalyse mit einem Messwiederholungsfaktor
(partiell messwiederholtes Design)

Verändert sich der Gesundheitszustand im Zeitverlauf in Abhängigkeit von der Therapieteilnahme:
Messwiederholungsfaktor: 4 Messzeitpunkte: Prä, Post, 6- sowie 12-Monats-follow-up
Zwischensubjektfaktor: Therapieteilnahme: ja vs. nein

Verändert sich die mathematische Kompetenz im Zeitverlauf in Abhängigkeit vom sozialen Status.
Messwiederholungsfaktor: 5 Messzeitpunkte: 1., 2., 3., 4., 5. Klasse.
Zwischensubjektfaktor: niedriger, mittlerer, hoher sozialer Status

Statistik III – WS 1920/Innsbruck
Prof. Dr. Markus Antonius Wirtz

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Varianzanalyse mit Messwiederholung = repeated measures ANOVA (see picture above)

720009 Practice course of statistics

Learning Outcome: t-Test for independent samples, t-Test for paired samples, Mann-Whitney-U-Test, Chi-Quadrat-Test, correlation analysis, regression analysis.

Contents: In the practice groups, which are held parallel to the lecture, examples of applications of above mentioned statistical calculations are demonstrated and practiced. The dates for the groups (with limited numbers of participants) have to be complied with. Changing groups is not allowed.

Dates and application procedures are listed below. Announcement will be made on OLAT during the semester.

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720010 Computer Aided Data Evaluation I

Learning Outcome: The students should get acquainted with statistical research methods and will be able to apply them to research problems.

Contents: Contents: Basic use of SPSS, defining the attributes of variables, computing variables, exploratory analysis, description of data, Chi-squared test, correlation analysis, t-test, Mann-Whitney-U-Test

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720012 UE Computer-Aided Data Evaluation II

Learning Outcome: The students should get acquainted with statistical research methods and will be able to apply them to specific research problems.

Contents: Factor analysis, Chi-squared test, t-test for independent and related samples, Mann-Whitney-U-Test, Regression analysis, ANOVA.

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The screenshot shows a PDF document titled 'skript2019.pdf' with a table of contents. The document is displayed in a window with multiple tabs open, including 'skript2019 X', 'Step 6: Sup', and 'Window'. The table of contents is as follows:

Section	Page
2. Induktive Statistik	68
2.1. Testauswahl	69
2.2. Null Hypothesis Significance Testing (NHST)	81
2.3. Eindimensionaler Chi-Quadrat-Test / Exakter Test	86
2.4. Kreuztabelle mit Chi-Quadrat-Test / Fisher-Freeman-Halton Exakt Test	88
2.5. t-Test nach Student	90
2.6. U-Test nach Mann und Whitney	95
2.7. Pearson Produkt-Moment-Korrelation	97
2.8. Rangkorrelation nach Spearman	99
2.9. Korrelationsmatrix mit Signifikanzniveau-Korrektur	101
2.10. H-Test nach Kruskal und Wallis	103
2.11. Einfaktorielle Varianzanalyse ohne Messwiederholung	108
2.12. Einfaktorielle Kovarianzanalyse ohne Messwiederholung	112
2.13. Einfaktorielle Varianzanalyse mit Messwiederholung	115
2.14. Zweifaktorielle Varianzanalyse ohne Messwiederholung	121
2.15. Zweifaktorielle Kovarianzanalyse ohne Messwiederholung	128
2.16. Zweifaktorielle Varianzanalyse mit Messwiederholung	134
2.17. Zweifaktorielle multivariate Varianzanalyse mit Messwiederholung	157
3. Explorative Statistik	165
3.1. Effektstärken	166

The PDF viewer interface includes a sidebar with a table of contents, a search bar, and a status bar at the bottom showing 'ancova' and search results.

<file:///C:/Users/tobis/AppData/Local/Temp/skript2019.pdf>

Einfaktorielle Kovarianzanalyse ohne Messwiederholung = ANCOVA (see picture above)

3.7. Moderationsanalyse

Äußert sich der Einfluß einer Prädiktorvariable X auf die Kriteriumsvariable Y nur bei bestimmten Werten einer dritten Moderatorvariable Z , ist das eine Moderation.

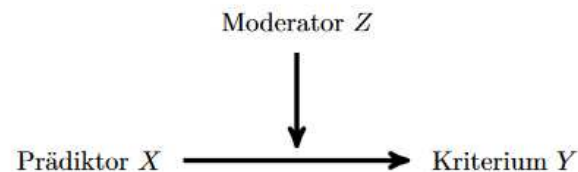


Abbildung 3.13.: Diagramm einer Moderationsanalyse

Sind X und Z kategoriale Variablen (dichotom, nominal) wird eine zweifaktorielle Varianzanalyse ohne Messwiederholung gerechnet. Die Moderation wird dann durch eine Interaktion von X und Z gekennzeichnet. Sind X und/oder Z hingegen kontinuierliche Variablen (Intervall n.v.) wird eine Regressionsanalyse gerechnet. Um eine Interaktion mit einer Regressionsanalyse erkennen zu können, muss ein Interaktionsterm $X * Z$ in das lineare Modell mit aufgenommen werden.

$$\hat{Y} = b_0 + b_1 \cdot X + b_2 \cdot Z + b_3 \cdot XZ \quad (3.12)$$

<file:///C:/Users/tobis/AppData/Local/Temp/skript2019.pdf>

Moderationsanalyse = **moderater analysis** (see picture above)

720402 Introduction to Psychological Methods

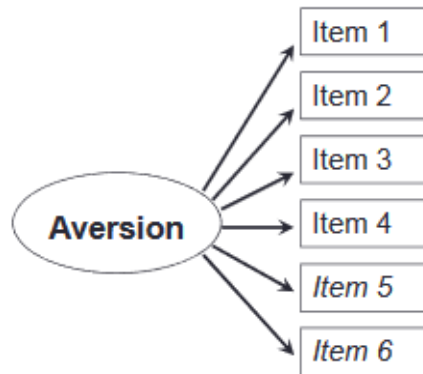
Learning Outcome: The students will acquire basic methodological skills and will learn center methodological and methodical strategies of psychological research. They are aware of how scientific questions are being developed and they do have the knowledge of the main quantitative and qualitative research methods.

Contents: Right at the outset, the course deals with epistemological and philosophical considerations concerning the goals of psychological research: understanding, describing, explaining and predicting. Building on this, the folk psychology needs to be marked-off from scientific psychology.

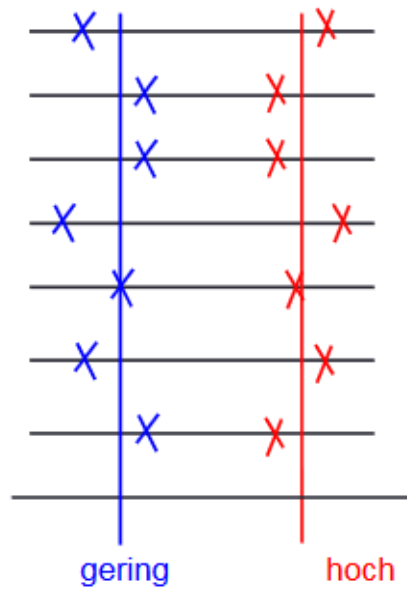
Subsequently, we will discuss the description of important methodological concepts of psychology. Furthermore, information about scientific concept formation, the basic principles of investigation planning, the sampling and the important methods of data collection will be given. Finally, quality criteria, ethical aspects and limitations of psychological research will be discussed.

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Latent-trait-Ansatz (dimensionaler Ansatz)
(Klassische Testtheorie; Skalen- und Faktorenanalyse,
Strukturgleichungsmodelle)



Dimension Aversion



Cronbachs-Alpha

$$\alpha = \frac{N \cdot \bar{r}}{1 + (N - 1) \cdot \bar{r}}$$

32

Beispiel

	bind3a	bind4a	bind7a	bind8a	bind11a	bind12a	
bind3a	1,000	,506	,313	,317	,360	,401	,379
bind4a	,506	1,000	,610	,621	,523	,481	,548
bind7a	,313	,610	1,000	,570	,362	,482	,467
bind8a	,317	,621	,570	1,000	,518	,366	,484
bind11a	,360	,523	,362	,518	1,000	,507	,454
bind12a	,401	,481	,482	,366	,507	1,000	,453
							,464

Cronbachs-Alpha=
(8 x 0,484)/(1+6 x 0,484)= .838

$\bar{r} = .464$; Anzahl der Items: 3-10

Anzahl der Items	Alpha
3	0,722
4	0,776
5	0,812
6	0,839
7	0,858
8	0,874
9	0,886
10	0,896

Validität von Messungen

Ein Messinstrument misst tatsächlich das Merkmal, das es zu messen beansprucht und primär kein anderes.

33

1. Inhaltsvalidität

Augenscheinvalidität

Logische Validität

37

2. Kriteriumsvalidität

Eine Kriteriumsvalidierung ist nur möglich, wenn mindestens ein reliables und valides Außenkriterium vorliegt.

- Retrospektive Validität
- Konkurrente Validität
- Prognostische Validität
- Inkrementelle Validität (selten geprüft)

Zusammenfassung: Axiome der klassischen Testtheorie

Axiom 1:

Das Testergebnis (X) setzt sich additiv aus dem „wahren Wert“ (T) und dem Messfehler (E) zusammen.

$$X = T + E$$

Axiom 2:

Bei wiederholten Testanwendungen kommt es zu einem Fehlerausgleich, d.h. der Mittelwert (μ) des Messfehlers ist Null.

$$\mu(E) = 0$$

Der Mittelwert mehrerer unabhängiger Messungen an demselben Untersuchungsobjekt ist folglich messfehlerfrei und repräsentiert den wahren Wert.

$$\mu(X) = \mu(T) + \mu(E) = T + 0 = T$$

720423 Psychological Assessment I

Learning Outcome: Assessment is an area of crucial importance to all domains of psychology. This lecture provides an introduction to the core themes of psychological assessment.

Contents: In addition to a general introduction into the goals and areas of psychological assessment, the following topics will be covered: types of data and data collection in assessment; foundations of test theory; criteria for evaluating assessment instruments; assessment errors; assessment and evaluation of change; introduction to widely used tests in the domains of personality and cognitive abilities.

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720424 VO Diagnostics II

Learning Outcome: The students acquire theoretical and practical knowledge within different fields of application of psychology and get to know its diagnostic procedure.

Contents: The course introduces different fields of psychology (manuals, forensic psychology...) and their diagnostic procedures. Practical cases will be used to illustrate and critically examine theoretical principles.

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720116 Research Seminar I

Learning Outcome: Preparation for the Bachelor thesis. The students should be able to plan an empirical investigation regarding a limited and pre-defined topic of psychology.

Contents: Conception and preparation regarding empirical work strategies that should culminate in the following semester in a Bachelor thesis.

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720136 Research Seminar II with Bachelor Thesis

Learning Outcome: Preparation for the Bachelor thesis.

Contents: Conception and preparation regarding empirical work strategies that should culminate in the following semester in a Bachelor thesis. The students should be able to plan an empirical investigation regarding a limited and pre-defined topic of psychology.

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720021 Empirical Experimental Seminar

Learning Outcome: Basic skills using empirical-experimental research methods; insight into the specifics of experimental psychology; deepening selected general psychological content

Contents: The aim of the empirical seminars is to deepen selected contents of general psychology as well as to provide basic knowledge for the exact application of empirical research methods in a practical setting.

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720006 Historical and Social Basics for Psychology

Learning Outcome: The students gain overview and understanding concerning influential phases and developments in academic psychology through the course of time

Contents: Students learn that psychic phenomena and their scientific explanations are usually not independent of cultural and social conditions nor of historical changes. Students acquire an overview of important historical developments in psychology. They also develop an understanding of the social constitution of gender and its importance for the psychic experience and behaviour. They are made aware of the inequalities between women and men in our society. Focus on the time span from the mid 19th century to the late 20th century: important developments and concepts in (academic) psychology and the influences of these phases on current psychology ; partly: interactions between socio-historic changes and psychological phenomenons

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720001 Introduction to Psychology I

Learning Outcome: Students gain basis and overview to understand (scientific) psychology and deepen knowledge by self-administred learning.

Contents: Psychology as a whole is in the focus. E.g.: preconditions and basis for scientific psychology, epistemology and philosophy of science, course of studies, methodology, subfields and basic disciplines of psychology

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720002 Introduction to Psychology II

(see Introduction to Psychology I)