



The Master's Programme in Psychology 2015 – programme curriculum

Valid from 1 February 2023

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The programme curriculum for the master's programme in Psychology (2015)

1 Preamble

This programme curriculum should be read in conjunction with the Curricula's Common Part for the Faculty of Social Sciences, which applies to all bachelor and master's programmes run by the faculty. The Curricula's Common Part lays out rules that apply to all of the faculty's programmes.

This curriculum was approved by Dean Troels Østergaard Sørensen on 20 March 2015.

1.1 Commencement

The curriculum comes into force on 1 September 2015 and applies to students whose programme commences on or after 1 September 2015.

The revisions in this version concerns exam regulations for Elective courses. This revised Programme Curriculum was approved by Dean Troels Østergaard Sørensen on 25 April 2019 and applies to all students covered by this Programme Curriculum by 1 September 2019.

2 Title and affiliation

On successful completion of the programme, graduates are entitled to use the title cand.psych. (candidatus/candidata psychologiae) (MSc i Psykologi)

English version: Master of Science in Psychology

The master's programme in Psychology falls under the auspices of the Study Board in the Department of Psychology. External examiners for the programme are provided by the Corps of External Examiners for Psychology.

3 Objectives and competency profile

3.1 Objectives

The master's programme in psychology is a research-based and vocationally oriented full-time programme. The objectives are to:

- provide graduates with the knowledge, skills and competencies that enable them to work independently in the psychology profession at a level that meets the criteria for a master's degree in the Danish Qualifications Framework for lifelong learning, and to
- qualify graduates to continue their education, including in the form of authorisation, a PhD programme, etc.

The objectives are achieved via the programme's academic focus, content and structure, as well as its overall didactic and pedagogical basis (see Part 3). Building on the level achieved on the bachelor

programme in psychology, the master's programme adds to the students' academic knowledge and abilities, increases their theoretical knowledge and methodological skills and enables them to practice their profession independently. It immerses students in the academic subject through the use of advanced elements in the subject area's disciplines and methodology, and through training in academic methods. It also further develops their knowledge, skills and competencies in a way that enables them to assume responsibility for more specialised functions and play an active role in academic development work. In this way, the student achieves a range of module-specific objectives for Learning objectives (see Part 6) that lead to the general knowledge, skills and competencies described in the competency profile (see 3.2 below).

3.2 Competency profile

Master's graduates in psychology are capable of fulfilling duties related to the whole target field of psychology, including handling complex cases.

On completion of the master's programme, graduates in psychology are able to:

Knowledge

- have wide-ranging research-based knowledge and understanding, and the ability to reflect on psychological theories, methods and disciplines,
- have an extensive understanding of concepts, theories and methods in personality, cognitive, developmental and social psychology.
- have basic insight into psychological conditions concerning work and organizational psychology, and clinical and educational psychology.
- have specialised knowledge, in two of the following areas: work and organizational psychology; neuropsychology; clinical psychology; and community psychology.

Skills

- Have skills in personality, cognitive, developmental and social psychology
- Have skills in two of the following areas: work and organizational psychology; neuropsychology; clinical psychology; and community psychology.
- plan, implement and evaluate proactive interventions in areas of daily life that users perceive as complex.
- identify/assess problems within interpersonal relations that have to be solved under supervision and/or by other professions.

- handle general human relationships that involve ethical, cultural and other conflicts and dilemmas.
- establish links between and draw together psychological topics of a practical/theoretical nature, and to identify, analyse, structure and address practical, theoretical and/or academic assignments.
- convey specific psychological problems, i.e. account for how a psychological theme is treated in different psychological disciplines and on the basis of different theoretical assumptions, and the implications of these different opinions for users of psychological knowledge
- present and discuss psychological knowledge and problems.

Competencies

- Have competencies in two of the following areas: work and organizational psychology; neuropsychology; clinical psychology; and community psychology.
- Have competencies in personality, cognitive, developmental and social psychology
- On the basis of their professional knowledge, skills and competencies and their grasp of theory and methodology, master's graduates can therefore, alone and in collaboration with others, identify, formulate and solve problems, including complex and unpredictable ones, that affect the psychological target field; work in public and private institutions and companies, and in independent practice.
- deal with complex assignments such as:
 - recording, processing and interpreting test results
 - studying cases involving individuals, groups and organisations, as well as organising and implementing (including under supervision) courses of action designed to alleviate problems
 - developing and implementing projects to create better conditions for children, adults, young people and senior citizens
 - developing and implementing psychological development projects, for example in rehabilitation and unemployment
 - participating in the implementation of psychological research
- they are able – alone and under supervision – to plan, implement and evaluate potential solutions.

3.2.1 The overall didactic and pedagogical basis for the programme

The master's programme in psychology at the University of Copenhagen is research-based, vocationally oriented, and, in pedagogic and didactic terms, is based on the principle of constructive alignment.

Research-based is defined by the following criteria:

- researchers active in the various subject areas organise and provide some or all of the course
- the course content is largely evidence-based and reflects the most recent research findings
- students acquire academic and methodological knowledge, skills and competencies that can be applied in research and professional contexts.

Professionally oriented is defined by the following criteria:

- the course is based on practice-based learning
- practising psychologists take some of the classes
- the course content is related to psychological practice
- students acquire professionally relevant knowledge, skills and competencies that can be used directly in their subsequent work as psychologists.

The programme is based on the pedagogic and didactic principle of constructive alignment:

- modules/course elements are organised and conducted in a manner that guarantees mutually consistent targets for Learning objectives, type of instruction and forms of exam, and reflects the module's objectives (alignment)

- through participation in organised (and other) learning activities, students construct their own learning process and outcomes (constructive).

The descriptions of the course elements specify the overall content, the objectives (in the form of specific Learning objectives) and the types of instruction and exam forms.

Descriptions of objectives, in the form of specific objectives for Learning objectives, enable lecturers, supervisors and examiners to organise and run the classes and exam in a way that provides students with the best-possible chance of achieving the defined Learning objectives. In addition, they ensure that exams can assess the extent to which the objectives are achieved. These descriptions, in the form of specific learning objectives, clarify for students the Learning objectives they are expected to achieve, and that it is the extent to which they achieve these goals that will be assessed in the exam. Both of these conditions are linked to two other pedagogic principles: learning partnership and pedagogic diversity.

Learning partnership: The programme represents a learning partnership between students, lecturers and researchers. The University makes available to students various educational resources and expertise (academic, pedagogic and didactic). Students assume the role of independent learners with responsibility for their own learning and their own programme.

Pedagogic diversity: The programme is pedagogically diverse in terms of its type of instruction, supervision, ways of working and learning activities, as well as forms of exams, and takes into account the principle of constructive alignment. This diversity offers students the opportunity to learn in many different ways throughout the programme, and thus develop as learners.

3.3 Admission requirements and restrictions

Graduates of the following programmes have the right to direct admission to the master's programme in Psychology at the University of Copenhagen:

- the bachelor programme in Psychology at the University of Copenhagen
- the bachelor programme in Psychology at Aarhus University.
- the bachelor programme in Psychology at Aalborg University.
- the bachelor programme in Psychology at the University of Southern Denmark. (As of the winter admission in 2022 (study start on 1 February 2022), this program will no longer automatically meet the admission requirements for the master's program in psychology at the University of Copenhagen)
- the bachelor programme in Psychology at the Høgskolen i Lillehammer (HIL) / Høgskolen i Innlandet (HINN) (As of the winter admission in 2022 (study start on 1 February 2022), this program will no longer automatically meet the admission requirements for the master's program in psychology at the University of Copenhagen)
- the bachelor programme in Psychology at the Universitetet i Tromsø – Norges arktiske universitet (UIT) (As of the winter admission in 2022 (study start on 1 February 2022), this program will no longer automatically meet the admission requirements for the master's program in psychology at the University of Copenhagen)
- the bachelor programme in Psychology at the Universitetet i Oslo (UIO) (As of the winter admission in 2022 (study start on 1 February 2022), this program will no longer automatically meet the admission requirements for the master's program in psychology at the University of Copenhagen)
- the bachelor programme in Psychology at the Norges teknisk-naturvitenskapelige universitet (NTNU) (As of the winter admission in 2022 (study start on 1 February 2022), this program will no longer automatically meet the admission requirements for the master's program in psychology at the University of Copenhagen)

- the bachelor programme in Psychology at the Universitetet i Bergen (UIB) (As of the winter admission in 2022 (study start on 1 February 2022), this program will no longer automatically meet the admission requirements for the master's program in psychology at the University of Copenhagen)
- the bachelor programme in Psychology at the Islands Universitet, Reykjavik (As of the winter admission in 2022 (study start on 1 February 2022), this program will no longer automatically meet the admission requirements for the master's program in psychology at the University of Copenhagen)
- the bachelor programme in Psychology at the Eötvös Loránd University, Ungarn (ELTE) (As of the winter admission in 2022 (study start on 1 February 2022), this program will no longer automatically meet the admission requirements for the master's program in psychology at the University of Copenhagen).

Graduates with a bachelor degree in Psychology at the University of Copenhagen have a legal right to admission to the master's programme if they apply directly after completion of the bachelor programme.

Other applicants from universities in Denmark and abroad may be admitted on the basis of a specific, individual, academic assessment provided they are able to demonstrate knowledge, expertise and skills corresponding to the bachelor programme in Psychology at the University of Copenhagen. The exams listed as a precondition for admission may have been rendered out of date by the rules for content and progression between bachelor and master's level (see also 5.2 on the topicality of the syllabus). The Study Board conducts an individual assessment of each case. This assessment will be based on the following requirements:

- Danish language proficiency corresponding to Danish at level A in the Danish upper-secondary school
- English language proficiency corresponding to English at level B in the Danish upper-secondary school
- a professional bachelor degree is not considered sufficient.

Admission to the master's programme in Psychology is subject to restriction. The number of places and the selection criteria if there are more applicants than places are described at www.studier.ku.dk/kandidat/psykologi/.

3.3.1 Supplering

Generally, the University does not take supplementary courses into account when assessing entry qualifications for a Master's programme. Supplementary courses means individual courses or subjects studied but not included in the Bachelor's degree.

4 The programme's content and academic profile

The recommended order of the course elements is listed below. However, the course elements can be taken in any order as long as the requirements for registration are fulfilled. Students should also note that some course elements are only available in either the spring or the autumn semester. The range of courses for the semester is published in the online course catalogue at <http://kurser.ku.dk/>

Semester 1	Semester 2 (mobility window)	Semester 3 (mobility window)	Semester 4
Main programme Advanced Applied Theory and Method 7.5 ECTS credits	Subsidiary programme Advanced Applied Theory and Method 7.5 ECTS credits	Practicum 30 ECTS credits	Thesis 30 ECTS credits
Main programme seminar class 7.5 ECTS credits	Elective courses 7.5 ECTS credits		
Main programme Practice class 5 ECTS credits	Elective courses 7.5 ECTS credits		
Psychological Testing 10 ECTS credits	Advanced Method 7.5 ECTS credits		

4.1 Modules

The programme consists of the following modules:

Constituent course elements (total of 105 ECTS credits)

Students must choose two of the following four options:

- Work and Organizational Psychology (Module 100)
- Clinical Psychology (Module 200)
- Neuropsychology (Module 300)
- Community Psychology (Module 400)

The main programme (module 100, 200, 300 or 400)

- Advanced Applied Theory and Method 7.5 ECTS credits
- Seminar class 7.5 ECTS credits
- Practice class 5 ECTS credits

Subsidiary programme (module 100, 200, 300 or 400)

- Advanced Applied Theory and Method 7.5 ECTS credits

Other compulsory modules

- Psychological Testing (Module 500) 10 ECTS credits
- Advanced Method (Module 600) 7.5 ECTS credits
- Practicum (Module 800) 30 ECTS credits
- Thesis (Module 900) 30 ECTS credits

Elective courses (module 700)

Students can choose a total of 15 ECTS credits from the following:

- Advanced Applied Theory and Method (on a programme not chosen by the student)
7.5 ECTS credits
- Seminar class 7.5 ECTS credits
- Advanced Method 7.5 ECTS credits
- Immersion course 7.5 ECTS credits
- Research activity as an elective course 7.5 or 15 ECTS credits
- Elective courses outside the Department of Psychology 7.5 or 15 ECTS credits

Research activities and elective courses outside the Department of Psychology must be approved in advance by the Study Board in the department.

Whether or not the seminar class and practice class (modules 100, 200, 300 and 400), Test class (module 500), Advanced Method (module 600) and Immersion Course (module 700) are available is listed in the course plan for the semester concerned.

See also Part 6, "Course Catalogue", for a full description of the content, objectives, etc. of the programme's course elements. Additional and more detailed information is available in the online course catalogue at <http://kurser.ku.dk/>.

4.1.1 Assignments that do not involve attending a course when supplementing or transferring from the 2010 curriculum

Assignments that do not involve attending a course can supplement a shortfall in ECTS credits when converting from the MA-2010 programme curriculum to the MA-2015 programme curriculum and must expand upon or complement the student's knowledge of (or related to) the target field studied on an elective course prescribed to 5 ECTS credits and passed under the MA-2010 curriculum.

Assignments that do not involve attending a course are prescribed to 2.5 ECTS credits. Students can only write one assignment that does not involve attending a course during a master's study programme. Exam regulations for assignments that do not involve attending a course are stipulated in Module 700 in the course catalogue.

Supplementary and explanatory information is available on the study pages on KUnet.

4.2 Specialisations

Master's students have the option to specialise to a certain extent by choosing two programmes from the four offered. They can also supplement the specialisation via the application of elective courses (total of 15 ECTS credits) on the master's programme in the Department of Psychology (e.g. by choosing the immersion course, seminar class or practical class on one of the selected programmes) by choosing courses outside of the Department of Psychology and by their choices of practicum and thesis subject.

4.3 Registration requirement of 30 ECTS credits per semester

Students are personally responsible for registering for classes and exams during the registration period.

4.3.1 Criteria for selection

If there are more students registered for an elective course than there are available seats, the students will be selected by random electronic draw.

5 Exam

5.1 Assessment and grading

The Department of Psychology complies with the grading requirement by using external examiners to grade the following course elements:

- | | |
|-------------|-----------------|
| • Practicum | 30 ECTS credits |
| • Thesis | 30 ECTS credits |

The Department of Psychology meets the assessment requirement by using the 7-point grading scale to assess the following course elements:

- | | |
|--|------------------|
| • Advanced Applied Theory and Method (Module 100, 200, 300 or 400) | 7.5 ECTS credits |
| • Advanced Applied Theory and Method (Module 100, 200, 300 or 400) | 7.5 ECTS credits |
| • Psychological Testing | 10 ECTS credits |
| • Practicum | 30 ECTS credits |
| • Thesis | 30 ECTS credits |

The form of grading is also clearly stated in the individual course descriptions in Part 6, Course Catalogue.

5.2 Syllabus

Compulsory syllabus lists drawn up by the course lecturers and approved by the Study Board are available in early January and early August.

The syllabus for each course element must consist of key up-to-date academic literature.

Literature chosen by the student must be approved by the lecturer responsible for the exam no later than one month before submission of the assignment/synopsis. At least one third of the literature chosen by students must be primary literature. Primary literature is defined as literature in which the author(s) make a new and original contribution to the academic literature in the area concerned. This contribution can be empirical or theoretical in nature. Primary literature may include, to a limited extent, elements of

references to other literature, academic books, chapters from these books and review articles. Textbooks of an explanatory nature do not fall within the definition of primary literature. Literature chosen by students must be on the same level (or higher) as the compulsory literature. Literature chosen by the student within the required syllabus framework must not include literature listed as either compulsory or chosen by the student for other course elements. In other words, the literature specified in the syllabus must be listed for the first time. However, in addition to the required syllabus framework, students may also cite supplementary literature that has been used previously.

All academic literature chosen and listed by students for major written assignments must be cited and referred to directly in the actual text of the assignment.

All mentions of the numbers of pages in the curriculum refer to standard pages. A standard page for a syllabus list is defined as 2,400– 2,800 keystrokes (including punctuation and spaces). A standard page for an assignment is defined as 2,400 keystrokes (including punctuation and spaces).

5.3 Exam basis

The objectives for the course element and the latest approved curriculum form the basis for the exam. See also Part 6, “Course Catalogue”, for a full description of the content, objectives, etc. of the programme’s course elements. Additional and more detailed information is available along with the range of courses for the semester in the online course catalogue at <http://kurser.ku.dk/>.

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6.1 Module 100 - Arbejds- og organisationspsykologi

Work and Organizational Psychology

Course element 101: Advanced Applied Theory and Method	7.5 ECTS credits
Course element 102: Seminar class	7.5 ECTS credits
Course element 103: Practice class	5 ECTS credits

Objectives and content

Work and Organizational Psychology studies the relationship between individuals, work and organisations, as well as the assessment of, intervention in and evaluation of the organizational, group and individual demands and opportunities associated with mastering the functions of an organisation.

The objectives of the module in Work and Organizational Psychology are to provide students with an advanced introduction to theory and practices in relation to working conditions and forms of groups and organisations, as well as methods of management that promote individual and organizational skills enhancement, performance and well-being.

The key themes concern the individual employee, e.g. changes in both duties and in the organisation, reorganisation, the psychosocial work environment, flexible working, management, team structures, well-being, stress and conflict. Students learn to interpret and communicate the results of assessments and interventions into work and organizational psychology in relation to employees and the management, and to identify, evaluate and develop methods of preventing and intervening in work and organizational psychology problems. They also learn to use methods of evaluating work and organizational psychology interventions. Other key topics include ethical problems related to different perceptions and forms of intervention in practice, and ethical aspects of working with interventions and evaluations.

The module introduces advanced theories, concepts, methods and empirical research, illustrated by case studies that provide balance between practice and theory.

Learning objectives

On successful completion of the module, students will be able to **describe, discuss** and **apply** key concepts and methods **analytically** in order to **interpret** and **apply** the principles behind the development, implementation and evaluation of psychological processes and interventions within work and organizational psychology.

Targets for Learning objectives for Advanced Applied Theory and Method

By the end of the lecture series, students will be able to:

- **explain** and **analyse** key perspectives on a given work and organizational psychology problem, e.g. a case description, based on relevant work and organizational psychology theories and research
- search for and **select** literature that adds to the research into the problem and helps illustrate it

- **reflect critically** on the knowledge deployed and **justify and discuss** the work and organizational psychology study methods of assessment and psychological interventions that can be used to address the problem
- **account for** different methods of evaluating the relevant interventions
- **reflect critically** on the potential outcomes of the intervention, including on the evaluation and documentation of them.

Learning objectives for the seminar class

By the end of the seminar class, students will be able to:

- **develop** a problem based on work and/or organizational psychology that involves relevant methods of assessment and/or intervention in relation to a given work and/or organizational psychology case or presentation
- **select** work and/or organizational psychology theories, empirical evidence and methods of assessment and/or intervention relevant to the problem and **relate** to them in a **subtle and critical** manner
- develop a coherent **analysis** of the work and/or organizational psychology problem and the possible methods of assessment and/or intervention in relation to it
- **discuss** the implications and relevance of the theories chosen and the possible methods of assessment and/or intervention, e.g. by focusing on individual and organizational factors, as well as any other factors determined by the context that may affect the analysis of the problem
- **reflect** on the professional and ethical issues associated with the problem and possible interventions.

Learning objectives for the practice class

On successful completion of the practice class, students will be able to:

- **account for** selected work and organizational psychology problems based on direct or indirect experience with interventions, theoretically justified forms of intervention, and methods of conducting assessments and evaluations
- **analyse**, directly or indirectly, experienced interventions based on work and organizational psychology theories and forms of intervention, as well as methods of conducting assessments and evaluations.

Type of instruction

Lectures that provide an advanced introduction to some of the key central theories, methods and intervention perspectives. Students are expected to prepare by reading up on the literature and to play an active part in the class. Recommendations are included in the course plan for the semester concerned.

Seminar class, where the focus of the reflection on theory and practice is on specific work and organizational psychology problems based on theory, methods and empirical data relevant to the course and involving of case material. Students are required to participate actively by reading the literature specified in the course plan, taking part in group work, group discussions, regular preparation and drafting of oral and written presentations, papers, etc. The specific activities are stated in the courses offered.

Practice class, analysis and discussion of specific practical problems and methods of intervention. Students are expected to prepare according to the course plan, take part in class discussions and, where it is called for, present papers, presentations, etc. The specific activities are stated in the courses offered.

6.1.1 Syllabus

Advanced Applied Theory and Method: 800 standard pages of compulsory literature and 60 standard pages of literature chosen by the student

Seminar class: 600 standard pages of compulsory literature and 200 standard pages of literature chosen by the student

Practice class: 300 standard pages of compulsory literature and 200 standard pages of literature chosen by the student

6.1.2 Exam regulations

Advanced Applied Theory and Method

- Form of exam: Written one-week assignment on set subject
- Grading: Internal
- Form of assessment: The 7-point grading scale
- Rules for group exams: The exam can only be taken individually.
- Extent: Max. 12 standard pages.

Seminar class

- Form of exam: Min. 75% attendance and active participation in the activities, assignments, presentations, etc. stipulated in the courses offered.
- Grading: Internal
- Form of assessment: Pass/Fail
- Rules for group exams: The exam can only be taken individually but the assignment and active class participation may be in a group (max. five students). For a group assignment or oral presentation, each student's contribution must be clearly identified to facilitate individual assessment. A minor part of the assignment may, however, be written collaboratively (see 4.5 in the Curricula's Common Part).
The form is stipulated in the courses offered.
- Extent: Depends on the specific courses offered.
- Special regulations: Irrespective of whether the students work individually or in groups on the required activities, oral presentations, individual written assignments and/or individual contributions to collective written assignments are used to assess whether each individual student's performance meets the specified requirements, including the use of the required amount

of compulsory literature and literature chosen by the students. Supervision and feedback are provided during the process.

Practice class

- Form of exam: Final written paper which is based on the literature and demonstrates reflections on a topic relevant for the class.
- Grading: Internal.
- Form of assessment: Pass/Fail
- Rules for group exams: The exam can only be taken individually.
- Extent: A maximum of five standard pages free written paper.
- Prerequisites for sitting the exam: 75% attendance and active participation in the requisite number of written and/or oral assignments.

6.2 Module 200 - Clinical Psychology

Klinisk psykologi

Course element 201: Advanced Applied Theory and Method	7.5 ECTS credits
Course element 202: Seminar class	7.5 ECTS credits
Course element 203: Practice class	5 ECTS credits

Objectives and content

Clinical Psychology studies issues related to the development and prevention of psychological difficulties and conditions as well as the assessment, intervention and evaluation of intervention in relation to psychological difficulties and conditions faced by children, young people, adults and families.

The objectives are to build on the bachelor programme; to provide the students with knowledge and critical understanding of the theories, empirical evidence, methods and practices encountered in clinical psychology as well as the ability to deploy them; and to make the students capable of playing a competent and reflective role in clinical practice and of contributing to the ongoing development of the subject area.

The module presents principles for assessment and intervention for mental problems and disorders based on research and theories in the area, including theory and research into the development of mental disorders and psychosocial aspects of physical ailments. Particular emphasis is placed on methods of intervention, including counselling and psychotherapy, in order to develop the students' experience and competencies in relation to planning and – under the requisite professional supervision – initiating psychological interventions based on an ongoing reflection on empirical evidence, theoretical perspectives and the progression of the specific case, including the client's perspective on it. The students also learn about methods for evaluating interventions. The module stresses the interaction between theory and practice, e.g. via the use of specific knowledge of the principles used for assessment and intervention. This is communicated to the students via academically based analyses of case material.

Learning objectives

On successful completion of the module, students will be able to: **account for, analyse, reflect upon critically, discuss** and **apply** key clinical-psychology concepts, theories and methods in order to **understand** and **(re)formulate** relevant problems and, with the necessary professional supervision **plan, apply, reflect on** and **evaluate** clinical-psychology interventions.

Targets for Learning objectives for Advanced Applied Theory and Method

By the end of the lecture series, students will be able to:

- **account for and analyse the** key perspectives in a given case presentation, e.g. a case description, based on the relevant clinical-psychology theories and research
- **search** for and **select** literature, that adds to the research into the problem and helps illustrate it
- **reflect critically** on the knowledge deployed and **justify** and **discuss** what clinical methods of assessment and psychological interventions can be used to address the problem
- **account for** different methods of evaluating the relevant clinical-psychology interventions

- **reflect critically** on the potential outcomes of the intervention, including on the evaluation and documentation of them.

Learning objectives for the seminar class

By the end of the seminar class, students will be able to:

- **develop** a problem based on clinical psychology that involves relevant methods of assessment and/or intervention in relation to a given clinical-psychology case/presentation
- **select** clinical-psychology theories, empirical evidence and methods of assessment and/or interventions relevant to the problem, and **relate** to them in a **subtle and critical** manner
- develop a coherent **analysis** of the clinical-psychology problem and the possible methods of assessment and/or intervention in relation to it
- **discuss** the relevance of the theories chosen and the possible methods of assessment and/or intervention, e.g. by focusing on factors determined by the individual and/or the context that may affect the analysis of the problem
- **reflect** on the ethical issues associated with the problem and possible interventions.

Learning objectives for the practice class

On successful completion of the practice class, students will be able to:

- **account for** selected clinical-psychology problems that arise in the client cases presented to the class, as well as for clinical-psychology theory, empirical evidence, methods of assessment, intervention and evaluation relevant to these problems
- **account for and analyse**, directly or indirectly, experience of client cases based on clinical-psychology theories, empirical evidence and methods of assessment, intervention and evaluation.

Type of instruction

The classes consist of:

Lectures that provide an advanced introduction to some of the key central theories, methods and intervention perspectives. Students are expected to prepare by reading up on the literature.

Recommendations are included in the course plan for the semester concerned.

Seminar class, where the focus of the reflection on theory and practice is on specific clinical-psychology problems based on theory, methods and empirical data relevant to the course and involving case material. Students are required to participate actively by reading the literature specified in the course plan, taking part in group work, group discussions, regular preparation and drafting of oral and written presentations, papers, etc. The specific activities are listed in the range of courses.

Practice class, analysis and discussion of specific client cases managed as far as possible by the students. Students are expected to prepare according to the course plan, take part in class discussions and, where it is called for, present papers, presentations, etc. The specific activities are stated in the courses offered.

6.2.1 Syllabus

Advanced Applied Theory and Method: 800 standard pages of compulsory literature and 60 standard pages of literature chosen by the student

Seminar class: 600 standard pages of compulsory literature and 200 standard pages of literature chosen by the student

Practice class: 300 standard pages of compulsory literature and 200 standard pages of literature chosen by the student

6.2.2 Exam regulations

Advanced Applied Theory and Method

- Form of exam: Written one-week assignment on set subject
- Grading: Internal
- Form of assessment: The 7-point grading scale
- Rules for group exams: The exam can only be taken individually.
- Extent: Max. 12 standard pages.

Seminar class

- Form of exam: Min. 75% attendance and active participation in the activities, assignments, presentations, etc. stipulated in the courses offered.
- Grading: Internal
- Form of assessment: Pass/Fail
- Rules for group exams: The exam can only be taken individually but the assignment and active class participation may be in a group (max. five students). For a group assignment or oral presentation, each student's contribution must be clearly identified to facilitate individual assessment. A minor part of the assignment may, however, be written collaboratively (see 4.5 in the Curricula's Common Part).
The form is stipulated in the courses offered.
- Extent: Depends on the specific courses offered.
- Special regulations: Irrespective of whether the students work individually or in groups on the required activities, oral presentations, individual written assignments and/or individual contributions to collective written assignments are used to assess whether each individual student's performance meets the specified requirements, including the use of the required amount of compulsory literature and literature chosen by the students. Supervision and feedback are provided during the process.

Practice class

- Form of exam: Final written paper which is based on the literature and demonstrates reflections on a topic relevant for the class.
- Grading: Internal.
- Form of assessment: Pass/Fail
- Rules for group exams: The exam can only be taken individually.

- Extent: A maximum of five standard pages free written paper.
- Prerequisites for sitting the exam: 75% attendance and active participation in the requisite number of written and/or oral assignments.

6.3 Module 300 - Neuropsychology

Neuropsychologi

Course element 301: Advanced Applied Theory and Method	7.5 ECTS credits
Course element 302: Seminar class	7.5 ECTS credits
Course element 303: Practice class	5 ECTS credits

Objectives and content

The overall objectives of the module are to provide a broad-based introduction to the understanding of the interrelationships between brain and behaviour (including cognition and emotions), and a more detailed understanding of these interrelationships within the areas covered by the seminar class and the practice class. Clinical Neuropsychology studies problems related to assessment, intervention and evaluation with regard to neuropsychological symptoms and syndromes and with cognitive processes in general. The course introduces and discusses basic knowledge of neuropsychology and cognitive neuroscience, including their relation to neuro-anatomy. It also introduces and discusses knowledge of the most important and relevant research methods, neuropsychological examination methods and the ethical issues associated with neuropsychology

The key themes are examination, counselling and treatment of adults with brain injuries and degenerative diseases of the brain, and examination, counselling and treatment of children with brain damage and developmental and learning disorders. The course also covers neuropsychology and neuropsychiatry, including the neurobiological basis for psychiatric disorders, as well as cognitive neuroscience with particular focus on research methodology. It also introduces advanced theories, concepts, methods and empirical research, illustrated by case studies.

Learning objectives

On successful completion of the module, students will be able to: **account for, analyse, reflect upon critically, discuss and apply** key neuropsychology concepts, theories and methods in order to **understand and (re)formulate** relevant clinical and theoretical problems and, under the requisite professional supervision, **plan, apply, reflect on** and **evaluate** neuropsychology examinations and interventions.

Targets for Learning objectives for Advanced Applied Theory and Method

By the end of the lecture series, students will be able to:

- **account for** key neuropsychological theories, concepts, empirical evidence and forms of intervention
- apply these concepts and theories in **analyses** of neuropsychological problems and relate **critically to and discuss** empirical knowledge, interpretations and proposals for interventions
- **delineate and (re)formulate** a neuropsychology problem based upon knowledge of theories and empirical evidence in the subject area
- search for and select literature, that adds to the research into the problem and helps illustrate it

- **illustrate strengths and weaknesses** of the theories and empirical evidence by **comparing** with other theories and methodological approaches to the problem and through **demonstration** of empirical knowledge
- **reflect critically** on the problem, the knowledge deployed and analysis in a **discussion**.

Learning objectives for the seminar class

By the end of the seminar class, students will be able to:

- **formulate** a problem involving neuropsychological theory and methods of assessment and/or intervention
- **select** literature on theories, empirical evidence and methods of assessment and/or interventions relevant to the problem, and **relate to** them in a **subtle and critical** manner
- develop a coherent **analysis** of the neuropsychological problem
- **discuss** the relevance of the theories and methods
- **reflect** on ethical issues associated with the problem.

Learning objectives for the practice class

On successful completion of the practice class, students will be able to:

- **account** for methods of assessment, intervention and evaluation in relation to selected neuropsychological problems, as well as for neuropsychological theory and empirical data relevant to these problems
- **analyse** direct or indirect experiences of cases and methods of assessment and intervention based on neuropsychological theories and empirical evidence.

Type of instruction

Lectures that provide an advanced introduction to some of the key areas. Students are expected to prepare by reading up on the literature. Recommendations are included in the course plan for the semester concerned.

Seminar class, which facilitates in-depth study of various subject areas within the field by referring to case material. Students are required to participate actively by reading the literature specified in the syllabus, taking part in group work, group discussions regular preparation and drafting of oral and written presentations, papers, etc. The specific activities are stated in the courses offered.

The students in the *practice class* attend lectures and demonstrations, participate in exercises (e.g. in test administration), visit institutions and make individual contact with neuropsychologists — and observe and possibly participate in patient examinations – and also prepare for and give presentations in the class of accounts and analyses of specific problems. Students are expected to prepare by reading the literature listed in the syllabus for the course, take part in the class discussions and draft and present papers, etc. The specific activities are stated in the courses offered.

6.3.1 Syllabus

Advanced Applied Theory and Method: 800 standard pages of compulsory literature and 60 standard pages of literature chosen by the student

Seminar class: 600 standard pages of compulsory literature and 200 standard pages of literature chosen by the student

Practice class: 300 standard pages of compulsory literature and 200 standard pages of literature chosen by the student

6.3.2 Exam regulations

Advanced Applied Theory and Method

- Form of exam: Written one-week assignment on set subject
- Grading: Internal
- Form of assessment: The 7-point grading scale
- Rules for group exams: The exam can only be taken individually.
- Extent: Max. 12 standard pages.

Seminar class

- Form of exam: Min. 75% attendance and active participation in the activities, assignments, presentations, etc. stipulated in the courses offered.
- Grading: Internal
- Form of assessment: Pass/Fail
- Rules for group exams: The exam can only be taken individually but the assignment and active class participation may be in a group (max. five students). For a group assignment or oral presentation, each student's contribution must be clearly identified to facilitate individual assessment. A minor part of the assignment may, however, be written collaboratively (see 4.5 in the Curricula's Common Part).
The form is stipulated in the courses offered.
- Extent: Depends on the specific courses offered.
- Special regulations: Irrespective of whether the students work individually or in groups on the required activities, oral presentations, individual written assignments and/or individual contributions to collective written assignments are used to assess whether each individual student's performance meets the specified requirements, including the use of the required amount of compulsory literature and literature chosen by the students. Supervision and feedback are provided during the process.

Practice class

- Form of exam: Final written paper which is based on the literature and demonstrates reflections on a topic relevant for the class.
- Grading: Internal.
- Form of assessment: Pass/Fail
- Rules for group exams: The exam can only be taken individually.

- Extent: A maximum of five standard pages free written paper.
- Prerequisites for sitting the exam: 75% attendance and active participation in the requisite number of written and/or oral assignments.

6.4 Module 400 - Community Psychology

Social utviklings- og integrationspsykologi

Course element 401: Advanced Applied Theory and Method	7.5 ECTS credits
Course element 402: Seminar class	7.5 ECTS credits
Course element 403: Practice class	5 ECTS credits

Objectives and content

Community Psychology studies the relationship between individual development and social and cultural conditions as well as assessment, intervention and evaluation in relation to the problems for and/or with individuals and groups in this context.

The objectives of the module are to provide the students with advanced knowledge and critical understanding of the theories, empirical evidence, methods and practices encountered in Community Psychology as well as the ability to deploy them; and to make the students capable of playing a role in the development and integration of individuals and groups and of formulating, preventing and solving problems.

The module deals with themes such as:

- the importance of cultural diversity for social integration and psychological and social development
- socialisation and educational circumstances and the significance of these for the development of children and young people
- adults and elderly people's living conditions and lives; crises, transitions and development opportunities
- institutional factors such as the family day-care and 24-hour care centres and their importance for inclusion and exclusion processes
- psychological, pedagogical and social-intervention perspectives in connection with socially integrative challenges and integration processes
- academic and professional systems of analysis, classification and documentation, how they are developed and used and their importance to assessments and interventions
- evaluation strategies and principles for the quality enhancement of social, cultural and personal processes, methods and procedures
- the psychologist's function in institutional, social and cultural processes, including ethical approaches demanded by different forms of understanding and intervention in real-life practice.

The module introduces advanced theories, concepts, methods and empirical research, placing the main emphasis on academically based and practice-oriented analyses of problems illustrated by case studies that analyse practice from a theoretical perspective.

Learning objectives

On successful completion of the module, students will be able to **account for, reflect upon critically, discuss** and **apply** key community-psychology concepts and methods **analytically**, in order to **understand**

and **(re)formulate relevant problems**, preferably in conjunction with real-life cases, and **decide, assess and evaluate** psychological interventions in social and cultural relations.

Targets for Learning objectives for Advanced Applied Theory and Method

By the end of the lecture series, students will be able to:

- **account for** key perspectives on a given problem, e.g. a case description
- **delineate** the key elements of the problem and **apply** these to the **analysis** of a specific case by deploying community-psychology theories, concepts and empirical evidence
- **search for** and **select** literature, that adds to the research into the problem and helps illustrate it
- **reflect critically** on the knowledge deployed and **justify** and **discuss** what community-psychology methods of assessment and psychological interventions can be used to address the problem
- **account for** different methods of evaluating the relevant interventions
- **reflect critically** on the potential outcomes of the intervention, including on the evaluation and documentation of them.

Learning objectives for the seminar class

By the end of the seminar class, students will be able to:

- **develop** a problem based on community psychology that involves relevant methods of assessment and/or intervention in relation to a given community-psychology case/presentation
- **select** community-psychology theories, empirical evidence and methods of assessment and/or interventions relevant to the problem, and **relate** to them in a **subtle and critical** manner
- develop a coherent **analysis** of the community-psychology problem and the possible methods of assessment and/or intervention in relation to it
- **discuss** the implications and relevance of the theories chosen and the possible methods of assessment and/or intervention, e.g. by focusing on the individual, social and cultural factors, as well as any other factors determined by the context that may affect the analysis of the problem
- **reflect** on the professional and ethical issues associated with the problem and possible interventions.

Learning objectives for the practice class

On successful completion of the practice class, students will be able to:

- **account for** selected community-psychology problems on the basis of direct or indirect experiences of analysing cases/examples of practical problems on the basis of relevant theories and methods of intervention, assessment and evaluation
- **analyse** direct or indirect experiences of cases/ practical problems based on community-psychology theories and methods of intervention, as well as methods of assessment and evaluation

Type of instruction

Lectures that provide an advanced introduction to some of the key central theories, methods and intervention perspectives. Students are expected to prepare by reading up on the literature and to play an active part in the class. Recommendations are included in the course plan for the semester concerned.

Seminar class, where the focus of the reflection on theory and practice is on specific community-psychology problems based on theory, methods and empirical data relevant to the course and involving case material. Students are required to participate actively by reading the literature specified in the syllabus, taking part in group work and class discussions and, where it is called for, presenting papers, etc. The specific activities are stated in the courses offered.

Practice class, analysis and discussion of specific practical problems and methods of intervention. Students are expected to prepare according to the course plan, take part in class discussions and, where it is called for, present papers, presentations, etc. The specific activities are stated in the courses offered.

6.4.1 Syllabus

Advanced Applied Theory and Method: 800 standard pages of compulsory literature and 60 standard pages of literature chosen by the student

Seminar class: 600 standard pages of compulsory literature and 200 standard pages of literature chosen by the student

Practice class: 300 standard pages of compulsory literature and 200 standard pages of literature chosen by the student

6.4.2 Exam regulations

Advanced Applied Theory and Method

- Form of exam: Written one-week assignment on set subject
- Grading: Internal
- Form of assessment: The 7-point grading scale
- Rules for group exams: The exam can only be taken individually.
- Extent: Max. 12 standard pages.

Seminar class

- Form of exam: Min. 75% attendance and active participation in the activities, assignments, presentations, etc. stipulated in the courses offered.
- Grading: Internal
- Form of assessment: Pass/Fail
- Rules for group exams: The exam can only be taken individually but the assignment and active class participation may be in a group (max. five students). For a group assignment or oral presentation, each student's contribution must be clearly identified to facilitate individual assessment. A minor part of the assignment may, however, be written collaboratively (see 4.5 in the Curricula's Common Part).
The form is stipulated in the courses offered.
- Extent: Depends on the specific courses offered.

- Special regulations: Irrespective of whether the students work individually or in groups on the required activities, oral presentations, individual written assignments and/or individual contributions to collective written assignments are used to assess whether each individual student's performance meets the specified requirements, including the use of the required amount of compulsory literature and literature chosen by the students. Supervision and feedback are provided during the process.

Practice class

- Form of exam: Final written paper which is based on the literature and demonstrates reflections on a topic relevant for the class.
- Grading: Internal.
- Form of assessment: Pass/Fail
- Rules for group exams: The exam can only be taken individually.
- Extent: A maximum of five standard pages free written paper.
- Prerequisites for sitting the exam: 75% attendance and active participation in the requisite number of written and/or oral assignments.

6.5 Module 500 - Psychological Testing

Psykologisk testning

Course element 501: Psychological Testing

10 ECTS credits

Objectives and content

Psychological Testing is a central component of many areas and sub-areas of psychology. Often, testing is part of a more comprehensive course of assessment or evaluation, but it can also be a stand-alone activity. Knowledge of what a psychological test is, the structure of psychological tests, key issues involving their use, knowledge of specific tests and skills related to different roles in testing are therefore key for psychologists.

The general objective of this module is to provide students with theoretical and practical competencies in psychological testing, and to ensure that these competencies are connected both theoretically and application-wise to the psychological disciplines and methods. More specifically, the objective is for the students to achieve understanding of basic psychological test-theory and testing, to introduce them to a range of psychological tests within different psychological disciplines and that the students are trained and gain practical experience and generic competencies in relation to six roles associated with psychological testing, i.e.:

1. test taker
2. feedback recipient
3. test administrator
4. scorer and interpreter
5. feedback provider
6. test evaluator.

In terms of content, the module focuses on: Basic concepts and principles in classical and modern test theory. Construction, administration and interpretation of psychological tests. Central factors and problems associated with testing in different psychological disciplines, for different purposes, with different test subjects, etc. The module also introduces a broad range of tests at a general, exemplary level, as well as a small number of tests at a more detailed, skills-training level. In terms of focus and tests, the module covers children and adults as well as the clinical area and the “normal” area. Examples and tests are also included such as tests from the neuropsychological, clinical psychology, work and organizational psychology as well as pedagogical and psychological counselling.

Learning Objectives

On successful completion of the module, students will be able to:

- **identify** and **describe** psychological tests in terms of their purpose and target group, structure, administration, scoring and interpretation of results, etc.
- **Explain** key test-related, psychometric concepts and different schools within test theory

- **collate** relevant information and **apply** this in order to **assess** the quality of psychological tests in relation to use, including validity and reliability
- **identify** and **analyse** relevant problems related to the evaluation of psychological tests in terms of quality, usability and limitations, as well as the extent to which they are fit for purpose
- **discuss** key issues in the use and interpretation of psychological tests in general, in relation to both particular groups of test-takers and different types of tests and testing methods
- **implement** various parts of the test administration, scoring, interpretation and feedback processes associated with psychological testing, and **observe** and **provide feedback** on these processes
- **receive** feedback, **reflect** and **self-correct** in relation with the various elements of the testing (test administration, scoring, interpretation and feedback).

Type of instruction

The course consists of a combination of lectures and small classes in order to provide the students with theoretical as well as practical experience of the six roles that are associated with psychological testing (see objectives and content):

- The lectures emphasize the theoretical aspects, as exemplified by specific tests. The focus is on the student establishing broad and solid knowledge and theoretical competencies in relation to the six roles, so that these competencies can be applied in relation to “any” test in their work as psychologists. Students are expected to participate actively in discussions, exercises and other activities that are part of the lectures, and to read the relevant parts of the syllabus literature and explore relevant parts of the test-specific syllabus literature.
- The small classes emphasize skills training and are based on exercises with different types of psychological test. The focus is on the students acquiring general practical and skills competencies in relation to the first five of the six roles, so that these competencies can be put to use with many different tests in their work as psychologists. In advance of each class, students are expected to prepare by reading the appropriate test-specific syllabus literature so that they know in advance what test and training material will be used. A minimum 75% attendance and documented active participation in the various skills-training and exercise-oriented activities, discussions etc. in the class is a prerequisite for participation in the exam.

6.5.1 Syllabus

700 standard pages of compulsory literature

6.5.2 Exam regulations

- Form of exam: Written exam at the University
- Grading: Internal
- Form of assessment: The 7-point grading scale
- Rules for group exams: The exam can only be taken individually.
- Extent: The students have five hours to write max. 10 standard pages.
- Open or closed-books exam: Open-books exam

- Prerequisites for sitting the exam: It is a prerequisite for participation in the exam that the student can document min. 75% class attendance, active participation in the various training sessions, exercise activities, discussions, etc., set by the small class teachers.

6.6 Module 600 -Advanced Methods

Avanceret metode

Course element 601: Advanced Methods 7.5 ECTS credits

Objectives and content

The objective of the module Advanced Methods is to give students the opportunity to obtain relevant knowledge and practical experience of professional and/or research methods (methods used both in professional psychology and/or as research methodology), either in the form of a) methods for developing data acquisition tools and methodologies in general and/or b) the use of specific analytical methods.

All of the methodology courses are based on the premiss that professional psychologists must be capable of investigating, exploring, evaluating and quantifying levels or changes in various conditions and personal qualities as part of interventions, treatment, consultation, teaching, evaluation and/or in their research. Often the psychologist will be required to develop specific tools – measurement scales, observation and recording plans, evaluation forms, interview guides, etc. – as tools will not always exist that can be used for exactly the professional purpose needed. Often, the psychologist also needs to be able to plan and carry out studies using existing, advanced qualitative and/or quantitative methods and to understand, analyse and interpret data acquired in different ways. The ability to develop and use such professional and research tools is therefore a necessary competence for psychologists, along with the ability to analyse data on the basis of academic, methodical and practical best-practice approaches to the given method.

Each methodology course covers the theory associated with the method concerned, but due to the its objectives focuses on the implementation aspect in order to achieve a certain practical and experience-based level in the method concerned and in relation to its professional and/or research use.

Learning Objectives

On successful completion of the module, students will have achieved a high level of academic and methodological competency in relation to the specific design, planning, development, and/or application-related content and focus in the individual methodology courses. They will be able to demonstrate this by a) developing a data acquisition tool and/or b) conducting an academic and methodologically based study of a defined psychological subject, problem, target field or concept.

By the end of the class, students will be able to:

- **define** and **describe** which psychological subject, problem, target field or concept they seek to a) uncover/study with the data acquisition tool and/or b) study by using the given analysis method(s)
- **describe** the work process that leads to a) the development of a data acquisition tool and/or b) the analytical implementation of the study
- **explain** and **argue for** the methodological and analytical choices taken during the process

- **reflect on and discuss methods critically** (strengths and weaknesses) in relation to the methodological and/or analytical choices taken in connection with the work, and in relation to how these choices influence each other (the dynamics of the work process)
- **submit/present** in writing or orally the result of the practical work in the form of a) a data acquisition tool and/or b) a test result.

Type of instruction

All of the methodology courses consist of classes in which the students are expected to actively participate in exercises, discussions, presentations, mutual supervision, provisional preparation, work, etc., as arranged and described for the specific course.

6.6.1 Syllabus

300-600 standard pages of compulsory literature or compulsory literature combined with literature chosen by the students

6.6.2 Exam regulations

- Form of exam: Written assignment or oral presentation based on a written report or similar. The precise description is included in the courses offered.
- Grading: Internal
- Form of assessment: Pass/Fail
- Rules for group exams: The exam can be taken in a group (max. three students). For a group assignment or oral presentation, each student's contribution must be clearly identified to facilitate individual assessment. A minor part of the assignment may, however, be written collaboratively (see the Curricula's Common Part). The form is stipulated in the courses offered.
- Extent: Stipulated in the courses offered.
- Prerequisites for sitting the exam: Approved active class participation and min. 75% attendance are preconditions for submitting assignments.

6.7 Module 700 - Elective courses

Valgfag

Course element 701	7.5 ECTS credits
Course element 702	7.5 ECTS credits
Course element 703	15 ECTS credits

Objectives and content

The purpose of these course elements is to increase the students' knowledge or to put the psychological target area into perspective via theoretical or empirical work on areas within or related to psychology.

Elective courses may be studied in the Department of Psychology or on other study programmes. The specific description of objectives for the individual elective courses available in the Department of Psychology are described in the course plan published each semester. The descriptions of objectives for courses offered in other departments are specified in those programmes' curricula/course plans. Elective courses are also offered as summer courses.

Type of instruction

The type of instruction will vary according to the content and focus of the elective course.

Learning objectives

By the end of the module, students will be able to:

- **describe** and **account for** relevant concepts and themes covered by the elective course
- **describe** and **account for** relevant methodological approaches in relation to the subject matter for the elective course
- **explain** contexts, **analyse** and **conduct** procedures relevant to the elective course under supervision
- **discuss** themes/problems relevant to the elective course or **interpret** cases/data related to the elective course.

The following course elements can be taken as elective courses:

Students must choose a total of 15 ECTS credits elective course on the department of Psychology, on another department at the university of Copenhagen or at another university.

In addition, it is possible to choose research activities as an elective course (section 6.7.2). Research activities as an elective course must be approved in advance by the Study Board in the department.

Syllabus and exam regulations for elective courses form the series of compulsory course elements are described in the curriculum under the course element concerned.

6.7.1 Immersion course

Syllabus for immersion course

An immersion course prescribed to 7.5 ECTS usually has a syllabus of approx. 800 standard pages. Any deviation from this will be stipulated in the courses offered. The syllabus can be compulsory or part compulsory, part chosen by the student. This will also be indicated in the online course catalogue.

Exam regulations for immersion course

- Form of exam: Free written take-home assignment, set assignment or set assignment with options. The assignment is set/prepared from the beginning of the course. The form of exam will be indicated in the courses offered.
- Grading: Internal.
- Form of assessment: The 7-point grading scale.
- Rules for group exams: The exam may be written in a group (max. three students) unless stated otherwise in the online course catalogue. For a group assignment, each student's contribution must be clearly identified in order to facilitate individual assessment. A minor part of the assignment may, however, be written collaboratively (see 4.6 of the Curricula's Common Part).
- Extent: Immersion courses usually conclude with an assignment of max. 12 standard pages for one student, 15 standard pages for two students and 18 standard pages for three students. Any deviation from this will be made clear in the online course catalogue.
- Open or closed-books exam: Depends on the specific courses offered.
- Special regulations:
- Prerequisites for sitting the exam: For all elective courses, the attendance requirement is 75%. However, the course is based on full participation. In addition to standard expectations – preparation and participation – prerequisites may include regular written assignments, preparation of presentations, participation in mid-term seminars, etc. Where this is the case, it will be stipulated in the online course catalogue.

6.7.2 Research activity as an elective course

The research activities must be in the psychological target area.

Syllabus for research activity as an elective course

7.5 ECTS credits: 500 standard pages

15 ECTS credits 1,000 standard pages

The syllabus must be approved by the research director.

Exam regulations for research activity as an elective course

- Form of exam: Active participation in a research project. Final written assignment, which takes the form of an article and is based on the research conducted and on the literature listed in the syllabus.
- Grading: Internal.
- Form of assessment: Pass/Fail
- Rules for group exams: The assignment may be written in a group (max. three students). For a group assignment, each student's contribution must be clearly identified in order to facilitate individual assessment. A minor part of the assignment may, however, be written collaboratively (see 4.6 of the Curricula's Common Part).

- Extent: 7.5 ECTS credits: min. 5 standard pages (min. 7.5 standard pages when 2 students, min 9 standard pages when 3 students.
15 ECTS credits: min. 10 standard pages (min. 15 standard pages when 2 students, min. 18 standard pages when 3 students.)
- Special regulations: Students in the Department of Psychology can have research activities approved as elective courses under the following conditions:
 1. the research must be supervised by an appropriately trained member of the academic staff and be conducted at a recognised research institution (university, sector research institution, etc.) or an institution/organisation where research is part of standard practice (e.g. hospitals)
 2. a learning process must be linked to the research activity and must include training in data acquisition and/or research instruments, introduction to research design and data analysis and seminars on theory
 3. the extent of the work to be done by the student must be specified in a written agreement
 4. the agreement must specify the number of hours: → for 7.5 ECTS credits a minimum of 100 hours on the research project → for 15 ECTS credits a minimum of 200 hours on the research project
 5. the students' rights to co-authorship of any publications must be specified in a written agreement.

The Study Board conducts an evaluation of each research activity in order to determine whether it can be approved as an elective course. The evaluation is based on a written report from the research institution covering the points listed above in detail. Templates for the report are available on the department's website: <http://www.psy.ku.dk>

- Prerequisites for sitting the exam: If prescribed to 7.5 ECTS credits: Min. 100 hours of active participation must be passed before the written assignment is submitted. If prescribed to 15 ECTS credits: Min. 200 hours of active participation must be passed before the written assignment is submitted.

Students are permitted to register for research activity as an elective course even after the end of the registration period. In such cases, they can be granted an extraordinary exemption to withdraw registration from elective courses corresponding to the extent of the research activity. The procedure for registration and withdrawal outside the registration period is described on the study pages on KUnet.

6.8 Module 800 – Practicum

Projektorienteret forløb

Course element 801: Practicum

30 ECTS credits

Objectives and content

The objective of the practicum is to provide students with relevant practical experience and skills that can be applied generally in an analysis and discussion of the specific problems faced during the practicum. The focus is on the core competencies that are key to psychologists, irrespective of whether they work with clients, organisations or other target groups.

The practicum provides students with experience of subjects related to assessment, intervention and evaluation, at individual, group and/or organisation level, as well as experience with written and oral communication and the presentation of psychological questions.

They also gain experience of planning, implementing and evaluating measures to remedy problems encountered in practice and/or research.

In the analysis class, the students gain experience of reflecting on, analysing and discussing the practical experience acquired and problems encountered during the practicum on an academic and theoretical basis.

They also focus on ethical and legal questions and problems associated with the practicum.

Organisation and type of instruction

The practicum is split into three sections that impact on each other and create frameworks for an overall process that is ethically responsible, theoretically reflective, analytical and self-correcting (see the table). One part consists of the actual practicum placement (which can be a) professional practicum or b) research practicum) and lasts for 14 weeks à 30 hours per 4-day week (Monday to Thursday). The second part consists of an practicum analysis class in the Department of Psychology on Fridays during the semester. The third part consists of a Legislation and Ethics class, also held on Fridays. The module culminates in an exam.

Practicum module – 14 weeks

Placement	Exam
Analysis class	
Legislation and Ethics	

The practicum module constitutes a rounded programme, and the knowledge and competencies acquired in the one element of it are applied in the others: e.g. knowledge of legislation and ethics is applied during the actual practicum placement and the analysis class and can be reflected in the exam, and the problems, challenges and experiences encountered during the practicum placement are studied by the analysis class and serve as subject matter for theoretical and conceptual analyses of the practices encountered. The exam covers the module as a whole, i.e. all three parts, with the emphasis on the analytical links between theory and practice that emerged during the process.

Learning Objectives

Sub-objective I: Practicum placement

A: Professional practicum

During the professional practicum, the students take part in real-life and relevant professional psychology work, including the establishment of contacts and contracts, assessments, action plans, interventions, service provision and communications. During the professional practicum placement, students practice the following competencies:

1. The ability to work together professionally, responsibly and ethically with relevant parties, including with the host institution:
 - the ability to clarify and reconcile expectations of different roles at the start of processes as well as during them, i.e. negotiation and renegotiation of the psychological contract
 - the ability to reflect on their own role and position and the importance of it
 - insight into their own abilities, competencies and limitations
 - the ability to uncover any challenges in the working relationships and seek to adapt their own role in that light
 - the ability to reflect on ethical challenges in day-to-day practice and in the psychologist profession, including identifying ethical challenges and dilemmas and, if necessary, adapt their own input accordingly.

2. Participate professionally in real-life professional work, including in assessments and evaluations and in carrying out and finding solutions to problems or tasks that are presented as the basis for the psychologist's work. In consultation with the host institution, students will be able to:
 - collate relevant knowledge (e.g. through existing information and descriptions, as well as through conversations, interviews or formal examinations)
 - incorporate, analyse and evaluate relevant theory and empirical evidence in order to clarify/expand/explore the understanding of the problem or assignment at hand
 - help draw up and communicate an action plan for the problem at hand or assignment, e.g. draft statements and reports, write journals and communicate orally via meetings, conferences, teaching or similar
 - be responsible for professional input, or parts thereof, i.e. for defined parts of the work under the supervision of the host institution
 - participate in evaluations and follow-up work, including collating relevant information for evaluating input, evaluate and interpret the work as it stands and its impact in relation to what was planned and help adapt the plan and the follow-up work in this light.

3. Play a relevant role in their own supervision. The supervision is designed to help the student:
 - identify and describe relevant supervision themes and development needs
 - discuss and reflect on supervision themes and development needs
 - translate and work with these reflections in practice.

B: Research practicum

The research practicum can include participation in specific and relevant research tasks involving planning, data acquisition, analysis of data, and communication of the results in one or more research projects.

During the research practicum, students practise the following competencies:

1. The ability to work together objectively, responsibly and ethically with relevant parties, including with the host institution in order to:

- clarify and reconcile expectations of different roles at the start of and during the process, i.e. negotiation and renegotiation of the research and co-operation contract
- the ability to reflect on their own role and position and the importance of it
- insight into their own abilities, competencies and limitations
- the ability to uncover any challenges in the working relationships and seek to adapt their own role in that light
- the ability to reflect on ethical challenges in day-to-day research practice and in the role as psychology researcher, including identifying ethical challenges and dilemmas and, if necessary, adapt their own input accordingly.

2. The ability to participate professionally in real-life research-related work, including the planning, design, evaluation and undertaking of/solutions to the research problems or tasks that are presented as the basis for the psychologist's research work. In consultation with the host institution, students will be able to:

- collate relevant knowledge (e.g. through existing information and descriptions, as well as through conversations, interviews or formal examinations)
- incorporate, analyse and evaluate relevant theory and empirical evidence in order to clarify/expand/explore the understanding of the research problem or assignment at hand
- help draw up and communicate a research plan related to the problem at hand or assignment, written as well as oral by communicating at meetings, conferences, in teaching or similar
- be responsible for psychology research, or parts thereof, i.e. for defined parts of the work under the supervision of the host institution
- participate in evaluations and follow-up work, including collating relevant information for evaluating input, evaluate and interpret the work as it stands and its impact in relation to what was planned and help adapt the plan and the follow-up work in this light.

3. Play a relevant role in their own supervision. The supervision is designed to help the student:

- identify and describe relevant supervision themes and development needs
- discuss and reflect on supervision themes and development needs
- translate and work with these reflections in practice.

Sub-objective II: Legislation and Ethics

Via the Legislation and Ethics element of the practicum (whether it is a professional or research practicum), students learn to:

4. Account for governance issues and legal and ethical conditions relevant to practice in psychology
5. Identify and account for working relationships with partners in the public and private sectors that involve legal practice and/or ethical issues
6. Identify and account for ethical and legal problems associated with professional psychology practice and explain ethical principles on the basis of case studies.

Sub-objective III: Practicum analysis class

After the analysis class, students will be able to:

A. Professional practicum

7. Describe the host institutions areas of work and core tasks, organizational structure, staff categories and their overall functions.
8. Reflect on the professional position of the psychologist in practice, including accounting for and reflecting on the psychologist's functions and tasks in the host institution and explain who the recipients are of the psychologist's professional services and who are the key partners when it comes to looking after the users' wishes and needs.
9. Explain given professional problems and themes that arise during the practicum, and how these are reflected in the students' own practices with reference to relevant academic literature.
10. Select, analyse and discuss a range of problems, one of which must be legal and/or ethical. Refer to theories, concepts and methods so that the relationship between the student's own practice and the theories are justified, including:
 - provide examples of particular professional challenges, opportunities and limitations in relation to users' wishes and needs and/or the professional area covered by the institution
 - use theory, concepts and methodology as the general basis upon which to reflect on and relate analytically to problems identified in practical work compared to problems in the practical work of others (fellow students)
 - discuss and reflect on their own practice in order to understand it from several alternative angles/perspectives/theories, and thus be able to change their own practice(s) (self-correction).
11. Prepare an oral presentation of one of the problems, in a manner that facilitates academic discussion. The focus here is on understanding the practice on the basis of the academic literature, with reflections on the role of the psychologist in the practical context concerned and with reference to the ethical aspects of the problem.

B. Research practicum

7. Describe the areas of work and research covered by the host institution, its organizational structure, staff categories and their overall functions.

8. Reflect on the professional position of the psychologist in a research context, including accounting for and reflecting on the psychologist's functions and tasks in the host institution and account for who the recipients are of the psychologist's research services and who are the key partners in the implementation.

9. Explain given research problems and other academic themes that arise during the practicum, and how these are reflected in the students' own practices with reference to relevant academic and methodological literature.

10. Select, analyse and discuss a range of problems, one of which must be legal and/or ethical. Refer to theories, concepts and methods so that the relationship between the student's own practice and the theories and methods is justified, including:

- provide examples of particular professional or methodological challenges, opportunities and limitations in relation to the results and/or the research area
- use theory, concepts and methodology as the general basis upon which to reflect on and relate analytically to problems identified in practical work compared to problems in the practical work of others (fellow students)
- Discuss and reflect on their own practice in order to understand it from several alternative angles/perspectives/theories, and thus be able to change their own practice(s) (self-correction).

11. Prepare an oral presentation of one of the problems, in a manner that encourages an academic psychology discussion. The focus here is on understanding the practice on the basis of the academic literature, with reflections on the role of the psychologist in the practical context concerned and with reference to the ethical aspects of the problem.

6.8.1 Syllabus

Legislation and Ethics 300 standard pages

Practicum analysis: 300 standard pages of compulsory syllabus and 300 standard pages chosen by the student

6.8.2 Exam regulations

As part of the practicum analysis class, students compile a **practicum portfolio**, containing their ongoing reflection and analysis of the practical problem discussed by the class with due reference to literature, theory, concepts, etc. The student submits an **exam portfolio** consisting of a more in-depth analysis of four of the problems addressed in the practicum portfolio. One of them must refer to legislation and/or ethics. The **exam portfolio** specifies which of the four problems will form the basis for the oral exam.

Special notes for the research practicum: With the explicit agreement in advance of the practicum supervisor and the lecturer who takes the practicum analysis class, two of the problems addressed in the exam portfolio can be replaced by one research article. In such cases, students submit an in-depth analysis of two of the problems from the practicum portfolio and a piece of written work that takes the form of a finished article. One of the two problems in the exam portfolio must refer to research ethics and/or to

legislative problems relevant to the field. If an article is included in the exam portfolio, the oral exam will be based on it.

- o Form of exam: Oral exam based on an exam portfolio
- o Grading: External
- o Form of assessment: The 7-point grading scale
- o Rules for group exams: The exam consists of an individual oral exam based on an exam portfolio that is also produced individually.
- o Extent: The oral part lasts approx. 40 minutes, including oral presentations by students lasting up to ten minutes. The portfolio is max. 12 standard pages.
- o Special regulations: The exam takes the form of an oral presentation of a chosen topic from the exam portfolio followed by an examiner-led discussion. The student chooses which problem to focus on during the oral exam, however, other problems referred to in the exam portfolio, including legislative and ethical aspects may be referred to during the discussion. The evaluation is based on the written and oral presentation as a whole.
- o Open or closed-books exam: Open-books exam
- o Prerequisites for sitting the exam: Min. 85% attendance during the practicum and satisfactory participation as evaluated by the supervisor at the host institution.
 - Min. 75% attendance at the practicum analysis class, incl. Legislation and Ethics, as well as active participation as stipulated in the courses offered.

Special notes regarding the transitional arrangements for Legislation and Ethics: Students who passed Legislation and Ethics (5 ECTS credits) during their bachelor programme are exempt from participation in classes in Legislation and Ethics on the master's programme. The prerequisites for sitting the exam must be satisfied by passing Professional Communication Training or Communication Training instead. These students participate in the practicum analysis class, including the discussions of legislation and ethics, on an equal footing with the other students. They are free to decide whether legislation and ethics will be one of the four problems in the exam portfolio, and thus can form part of their exam. Students who omit legislation and ethics from the exam portfolio because they have already passed the course must draw attention to this fact on the cover page for the assignment.

6.8.3 Prerequisites for registration

- Students must have passed a minimum of 30 ECTS credits on the master's programme before the practicum, including Psychological Testing.

Students are permitted to register for the practicum even after the end of the registration period. In such cases, they can be granted an extraordinary exemption to withdraw registration from course elements corresponding to the extent of the practicum. The procedure for registration and withdrawal outside the registration period is described on the study pages on KUnet.

6.9 Module 900 - Master's thesis

Speciale

Course element 901: Thesis 30 ECTS credits

Objectives and content

The objective of the thesis is to enable students to independently process an academic problem in a psychological subject area.

The thesis involves identifying a psychological subject area and immersion in a specific problem. The problem and the subject area for the thesis are addressed in an academic manner, using relevant theories, concepts, methods, and empirical studies.

The treatment of the problem can utilise empirical data in at least one of the following ways:

- a. an independent empirical study is conducted, involving data collection and analysis
- b. an independent analysis is conducted of empirical data previously collected by the students themselves, e.g. during the practicum
- c. an independent analysis is performed on empirical data provided by others, e.g. the host institution, the department's researchers, etc.
- d. the thesis also uses the results of empirical studies conducted by other researchers in the subject area.

Type of instruction

Students work independently on preparing the thesis. Supervision is available during the thesis process and is organised as a combination of compulsory group supervision and individual supervision. The group consists of app. 4-6 students with shared or related topic and/or theoretical/methodical approaches to their thesis. It is prerequisite for group supervision that the students participate actively and satisfactorily as evaluated by the supervisor. The participation can include, but is not limited to, presentations, peer feedback, discussion, etc. The exact content of the group supervision will be organised by the supervisor (in collaboration with the students) and will be related to the group of students and their topics.

Learning Objectives

In the thesis, students demonstrate extensive knowledge and independent mastery of a psychological subject area defined and delineated by a psychological problem, as well as mastery of relevant academic methods. Through academic treatment of the psychological subject area and problem, the students generate a coherent and reasoned presentation in which they demonstrate the ability to:

- **delineate** a subject area and **formulate** a problem
- **account for** the problem and the specific questions' academic and social relevance

- **source, select and delineate** relevant literature in relation to the problem
- **apply** the relevant theories, concepts, methods and empirical data in relation to the subject area and problem, but with an understanding of their strengths and weaknesses
- address aspects of the subject area, theoretically, methodologically and empirically, by including current research that illustrates the research question
- where possible, **apply** empirical data in at least one of the four ways listed under “objectives and content”
- to the extent that independently collated empirical data is incorporated, variables are operationalised and design, methodology and data processing of the empirical data are **accounted for**
- **account for, analyse and discuss** the formulated problem so that it represents an independently argued presentation from problem to conclusion that answers the questions on which it is based
- **reach a conclusion** in relation to the problem
- **discuss and put into perspective** the results of the analysis in relation to relevant adjacent theories, areas or results
- put the conclusions of the thesis **into perspective** critically.

6.9.1 Syllabus

- 1500 standard pages of literature chosen by the student

6.9.2 Exam regulations

The thesis must be accompanied with a summary in English (max. one standard page). The resumé is part of the overall assessment.

- Form of exam: Free written take-home assignment (max. 70 standard pages) or free written take-home assignment (max. 60 standard pages) with a subsequent oral exam. In the case of a written take-home assignment and a thesis written in the form of an article followed by an oral exam, the written component is weighted more heavily (approximately two-thirds).
- Grading: External examiner
- Form of assessment: The 7-point grading scale
- Rules for group exams: The exam can be taken as a group exam (max. three students). For group assignments, each student’s contribution must be clearly identified to facilitate individual assessment. A minor part of the assignment may, however, be written collaboratively (see curriculum’s common part). In the case of a take-home assignment followed by an oral exam, the group members are examined individually to facilitate individual assessment. The other students in the group are not allowed to listen in on the oral exam.
- Extent: For a free written take-home assignment: for one student max. 70 standard pages, for two students 105 standard pages and for three students 125 standard pages. For a free written take-home assignment with subsequent oral exam: for one student max. 60 standard pages, for two students 90 standard pages and for three students 105 standard pages. The oral part lasts approx.

45 minutes per student, including oral presentations by students lasting up to 10 minutes. Grading and feedback is given after the conclusion of the exam.

- Special regulations:
 - In the case of a written take-home assignment without oral exam, students have the right to receive verbal feedback.
 - If students attendance and active participation in group supervision is not approved, it is only possible to register for the free written take-home assignment supplemented by a subsequent oral exam.
 - If students do not participate in group supervision, they simultaneously waive the right to individual supervision, and it is only possible for them to register for the free written take-home assignment supplemented by a subsequent oral exam.
 - If agreed in advance with the supervisor, the thesis can be written in **article form**. The article must be deemed by the supervisor to be almost a final draft or ready for submission to a journal. In addition to the article, an introduction is drafted in relation to the article or its subject matter, for example a more comprehensive review of the field or methodological discussions.

Extent:

 - 1) For one student, the article plus introduction combined must not exceed max. 60 standard pages.
 - 2) Two students must write their own articles separately, but can write (parts of) the introduction jointly, as the rules for group exams must be observed. The resulting product must not exceed max. 90 standard pages.
 - 3) Three students must write their own articles separately, but can write (parts of) the introduction together (see above). The resulting product must not exceed max. 105 standard pages.
 - The summary must be written in English.
 - The assignment concludes with an individual oral exam.
- Prerequisites for participating in the exam: Students must have approved 100% attendance and active participation in group supervision to hand in a written take home assignment without oral examination.

6.9.3 Prerequisites for registration

The thesis is placed during the second year of the master's programme. It is a requirement that 60 ECTS-credits have been passed before the thesis writing period begins.

The rules for registration for the thesis are described in the section of the Curricula's Common Part "Registering for a master's thesis". Students who fail to submit their theses by the stated deadline are registered for a second exam attempt (and, if appropriate, a third attempt) under the rules described in the section of the Curricula's Common Part "Registration for the second and third thesis attempts on the master's programme".