MODULE HANDBOOK

Bachelor of Science

Applied Psychology (FS-OI-EU-BAAPS)

180 ECTS

Distance Learning

INTERNATIONAL
UNIVERSITY OF
APPLIED SCIENCES

Classification: Undergraduate

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2023-08-01

1. Semester

Psychology

Module Code: DLBSAPSY_E

Module Type	Admission Requirements	Study Level	CP	Student Workload
see curriculum	none	BA	5	150 h

Semester / Term	Duration	Regularly offered in	Language of Instruction and Examination
see curriculum	Minimum 1 semester	WiSe/SoSe	English

Module Coordinator

Prof. Dr. Heike Schiebeck (Psychology)

Contributing Courses to Module

- Psychology (DLBSAPSY01_E)

Module Exam Type

Module Exam	Split Exam
Study Format: Distance Learning Exam or Advanced Workbook	

Weight of Module

see curriculum

Module Contents

- The Science of Psychology
- Psychobiological Basics
- Sensation and Perception
- Cognitive Processes
- Learning and Memory
- Motivation and Emotion
- Theories of Personality
- Social Psychology
- Psychotherapeutic Methods and Approaches

Learning Outcomes

Psychology

On successful completion, students will be able to

- understand psychology as a science and delineate its content.
- reproduce approaches, methods and tools of psychology as a research discipline.
- penetrate approaches, methods and instruments of psychology as a therapeutic discipline.
- understand the most significant psychological schools of thought, orientations and disciplines
- explain the opportunities and limitations of psychological observations and predictions with regard to human behavior, thinking and feeling.

Links to other Modules within the Study Program	**Links to other Study Programs of the University**
This module is similar to other modules in the field of Psychology	All Bachelor Programs in the Social Sciences field

Psychology

Course Code: DLBSAPSY01_E

Study Level	Language of Instruction and Examination	Contact Hours	CP	Admission Requirements
BA	English		5	none

Course Description

Students will learn the basics and core contents of psychology as a scientific discipline and its discourses. The most important approaches and terminologies will be introduced, as well as the variety of research-based approaches and therapeutic schools. In this way, students will build up a basic knowledge that enables them to make reliable appraisals from a psychological perspective in later stages of their studies and in their careers.

Course Outcomes

On successful completion, students will be able to

- understand psychology as a science and delineate its content.
- reproduce approaches, methods and tools of psychology as a research discipline.
- penetrate approaches, methods and instruments of psychology as a therapeutic discipline.
- understand the most significant psychological schools of thought, orientations and disciplines
- explain the opportunities and limitations of psychological observations and predictions with regard to human behavior, thinking and feeling.

Contents

1. The Science of Psychology
   - 1.1 History of Psychology and Psychological Perspectives
   - 1.2 Psychology as an Empirical Science
2. Psychobiological fundamentals
   - 2.1 Structure of Nerve Cells and Transmission of Information
   - 2.2 Nervous System and Structure of the Brain
3. Sensation and Perception
   - 3.1 Basic Principles of Sensation and Perception
   - 3.2 Social Perception

4. Cognitive Processes
   - 4.1 Thinking, Problem Solving, Decision Making
   - 4.2 Judgment and Decision Making
   - 4.3 Intelligence

5. Learning and Memory
   - 5.1 Classical and Operant Conditioning (Associative Learning)
   - 5.2 Non-Associative Learning: Habituation and Sensitization
   - 5.3 Cognition, Interaction and Learning
   - 5.4 Retaining What is Learned: Memory Systems and Knowledge Organization

6. Motivation and Emotion
   - 6.1 Motivation Theories
   - 6.2 Emotion Theories

7. Theories of Personality
   - 7.1 Theories of Personality
   - 7.2 Developmental Theories

8. Social Psychology
   - 8.1 Groups processes
   - 8.2 Attitudes
   - 8.3 Stereotypes and Prejudices
   - 8.4 Aggressive Behavior
   - 8.5 Prosocial Behavior

9. Psychotherapeutic Methods and approaches
   - 9.1 Psychodynamic Psychotherapies
   - 9.2 Cognitive-Behavioral Psychotherapies
   - 9.3 Humanistic Conversational Psychotherapy
   - 9.4 Systemic Psychotherapy
   - 9.5 Comparison of Psychotherapies and General Principles of Action

Literature
Compulsory Reading
Further Reading ▪ Ciccarelli, S. K., & Noland White, J. (2009): Psychology. Pearson Education. New Jersey ▪ Eysenck, M. W. (2004): Psychology - An International Perspective. East Sussex: Psychology Press. ▪ Gerrig, R. J./Zimbardo, P. G. & Campbell, A. J. (2015): Psychology and Life, 2nd edition, Pearson Australia, French Forest ▪ Mann, S. (2016): Psychology: A Complete Introduction, Hachette Book Group, New York ▪ Pawlik, K. & Rosenzweig, M. R. (2000): The International Handbook of Psychology, SAGE Publications, London

Study Format Distance Learning

Study Format	**Course Type**
Distance Learning	Online Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Exam or Advanced Workbook

Student Workload					
Self Study	**Contact Hours**	**Tutorial**	**Self Test**	**Independent Study**	**Hours Total**
100 h	0 h	25 h	25 h	0 h	150 h

Instructional Methods	
☐ Learning Sprints®	☐ Review Book
☑ Course Book	☐ Creative Lab
☐ Vodcast	☑ Guideline
☑ Shortcast	☑ Live Tutorium/Course Feed
☑ Audio	☐ Reader
☑ Exam Template	☑ Slides

Introduction to Academic Work

Module Code: DLBCSIAW

Module Type	Admission Requirements	Study Level	CP	Student Workload
see curriculum	none	BA	5	150 h

Semester / Term	Duration	Regularly offered in	Language of Instruction and Examination
see curriculum	Minimum 1 semester	WiSe/SoSe	English

Module Coordinator

Prof. Dr. Maya Stagge (Introduction to Academic Work)

Contributing Courses to Module

- Introduction to Academic Work (DLBCSIAW01)

Module Exam Type

Module Exam	Split Exam
Study Format: myStudies Basic Workbook (passed / not passed) Study Format: Distance Learning Basic Workbook (passed / not passed)	

Weight of Module

see curriculum

Module Contents

- Scientific Theoretical Foundations and Research Paradigms
- Application of Good Scientific Practice
- Methodology
- Librarianship: Structure, Use, and Literature Management
- Forms of Scientific Work at IU

Learning Outcomes

Introduction to Academic Work

On successful completion, students will be able to

- understand and apply formal criteria of a scientific work.
- distinguish basic research methods and identify criteria of good scientific practice.
- describe central scientific theoretical basics and research paradigms and their effects on scientific research results.
- use literature databases, literature administration programs, and other library structures properly; avoid plagiarism; and apply citation styles correctly.
- apply the evidence criteria to scientific texts.
- define a research topic and derive a structure for scientific texts.
- compile a list of literature, illustrations, tables, and abbreviations for scientific texts.
- understand and distinguish between the different forms of scientific work at IU.

Links to other Modules within the Study Program	**Links to other Study Programs of the University**
This module is similar to other modules in the field of Methods	All Bachelor Programmes in the Business & Management field

Introduction to Academic Work

Course Code: DLBCSIAW01

Study Level	Language of Instruction and Examination	Contact Hours	CP	Admission Requirements
BA	English		5	none

Course Description

The application of good scientific practice is one of the basic academic qualifications that should be acquired while studying. This course deals with the distinction between everyday knowledge and science. This requires a deeper understanding of the theory of science, as well as the knowledge of basic research methods and instruments for writing scientific texts. The students therefore gain initial insight into academic research and are introduced to the basic knowledge that will help them in the future to produce scientific papers. In addition, the students receive an overview of the different IU examination forms and insight into their requirements and implementation.

Course Outcomes

On successful completion, students will be able to

- understand and apply formal criteria of a scientific work.
- distinguish basic research methods and identify criteria of good scientific practice.
- describe central scientific theoretical basics and research paradigms and their effects on scientific research results.
- use literature databases, literature administration programs, and other library structures properly; avoid plagiarism; and apply citation styles correctly.
- apply the evidence criteria to scientific texts.
- define a research topic and derive a structure for scientific texts.
- compile a list of literature, illustrations, tables, and abbreviations for scientific texts.
- understand and distinguish between the different forms of scientific work at IU.

Contents

1. Theory of Science
   - 1.1 Introduction to Science and Research
   - 1.2 Research Paradigms
   - 1.3 Fundamental Research Decisions
   - 1.4 Effects of Scientific Paradigms on Research Design

2. Application of Good Scientific Practice
   - 2.1 Research Ethics
   - 2.2 Evidence Teaching
   - 2.3 Data Protection and Affidavit
   - 2.4 Orthography and Shape
   - 2.5 Identification and Delimitation of Topics
   - 2.6 Research Questions and Structure

3. Research Methods
   - 3.1 Empirical Research
   - 3.2 Literature and Reviews
   - 3.3 Quantitative Data Collection
   - 3.4 Qualitative Data Collection
   - 3.5 Mix of Methods
   - 3.6 Critique of Methods and Self-Reflection

4. Librarianship: Structure, Use, and Literature Management
   - 4.1 Plagiarism Prevention
   - 4.2 Database Search
   - 4.3 Literature Administration
   - 4.4 Citation and Author Guidelines
   - 4.5 Bibliography

5. Scientific Work at the IU – Research Essay

6. Scientific Work at the IU - Project Report

7. Scientific Work at the IU - Case Study

8. Scientific Work at the IU - Bachelor Thesis

9. Scientific Work at the IU – Oral Assignment

10. Scientific Work at the IU – Oral Project Report

11. Scientific Work at the IU - Colloquium

12. Scientific Work at the IU - Portfolio

13. Scientific Work at the IU - Exam

Literature
Compulsory Reading
Further Reading ▪ Bell, J., & Waters, S. (2018). Doing your research project: A guide for first-time researchers (7th ed.). Open University Press McGraw-Hill Education. ▪ Deb, D., Dey, R., & Balas, V. E. (2019). Engineering research methodology: A practical insight for researchers. Springer. ▪ Saunders, M., Lewis, P., & Thornhill, A. (2019). Research Methods for Business Students (8th ed.). Pearson. ▪ Veal, A. J. (2018). Research Methods for Leisure and Tourism (5th ed.). Pearson.

Study Format myStudies

Study Format	Course Type
myStudies	Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Basic Workbook (passed / not passed)

Student Workload					
Self Study	**Contact Hours**	**Tutorial**	**Self Test**	**Independent Study**	**Hours Total**
110 h	0 h	20 h	20 h	0 h	150 h

Instructional Methods	
☐ Learning Sprints®	☐ Review Book
☑ Course Book	☐ Creative Lab
☐ Vodcast	☑ Guideline
☑ Shortcast	☑ Live Tutorium/Course Feed
☑ Audio	☐ Reader
☐ Exam Template	☑ Slides

Study Format Distance Learning

Study Format	**Course Type**
Distance Learning	Online Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Basic Workbook (passed / not passed)

Student Workload					
Self Study	**Contact Hours**	**Tutorial**	**Self Test**	**Independent Study**	**Hours Total**
110 h	0 h	20 h	20 h	0 h	150 h

Instructional Methods	
☐ Learning Sprints®	☐ Review Book
☑ Course Book	☐ Creative Lab
☐ Vodcast	☑ Guideline
☑ Shortcast	☑ Live Tutorium/Course Feed
☑ Audio	☐ Reader
☐ Exam Template	☑ Slides

Occupational and Organizational Psychology

Module Code: DLBWPAOPS_E

Module Type	Admission Requirements	Study Level	CP	Student Workload
see curriculum	None	BA	5	150 h

Semester / Term	Duration	Regularly offered in	Language of Instruction and Examination
see curriculum	Minimum 1 semester	WiSe/SoSe	English

Module Coordinator

Prof. Dr. Julia Pitters (Occupational and Organizational Psychology)

Contributing Courses to Module

- Occupational and Organizational Psychology (DLPOPS02_E)

Module Exam Type

Module Exam	Split Exam
Study Format: Distance Learning Exam, 90 Minutes	

Weight of Module

see curriculum

Module Contents

- Basics of Occupational Psychology
- Concepts and Methods of work Analysis and Evaluation
- Concepts and Methods of Work Motivation and Satisfaction
- Concepts and Methods of Work and Workplace Design
- Occupational Health and Safety
- Basics of Organizational Psychology
- Concepts and Methods of Organizational Analysis and Design
- Interaction and Communication in Organizations
- Organizational Climate and Culture
- The Learning Organization

Learning Outcomes

Occupational and Organizational Psychology

On successful completion, students will be able to

- outline the most important theories, findings and methods of occupational and organizational psychology and place them in the overall context of industrial and organizational psychology.
- explain the most important psychological aspects of an optimal design of work systems
- use their acquired knowledge for the analysis and evaluation of companies as well as to derive concrete recommendations for action to change them.
- explain the main methods of work analysis, evaluation and design.
- describe the models of work motivation and satisfaction and use them to proactively create a motivating work environment.
- mention the basic organizational psychological processes and their effects on the work in groups/teams.
- describe, explain and predict the behaviour of people in organizations and be able to derive initial insights for the assumption of management tasks and personnel management.

Links to other Modules within the Study Program	**Links to other Study Programs of the University**
This module is similar to other modules in the fields of Psychology	All Bachelor Programmes in the Social Sciences fields

Occupational and Organizational Psychology

Course Code: DLPOPS02_E

Study Level	Language of Instruction and Examination	Contact Hours	CP	Admission Requirements
BA	English		5	None

Course Description

The cooperation of people in organizations is decisively determined by the formal and informal processes of interaction and communication. The course "Occupational and Organizational Psychology" deals with the theoretical foundations, concepts and methods of work and organizational design, focusing on the effects on the experience and actions of the various organizational members.

Course Outcomes

On successful completion, students will be able to

- outline the most important theories, findings and methods of occupational and organizational psychology and place them in the overall context of industrial and organizational psychology.
- explain the most important psychological aspects of an optimal design of work systems
- use their acquired knowledge for the analysis and evaluation of companies as well as to derive concrete recommendations for action to change them.
- explain the main methods of work analysis, evaluation and design.
- describe the models of work motivation and satisfaction and use them to proactively create a motivating work environment.
- mention the basic organizational psychological processes and their effects on the work in groups/teams.
- describe, explain and predict the behaviour of people in organizations and be able to derive initial insights for the assumption of management tasks and personnel management.

Contents

1. Occupational and Organizational Psychology
   - 1.1 Tasks and forms of Industrial and Organizational Psychology
   - 1.2 Work
   - 1.3 History of Occupational Psychology
2. Concepts and Methods of Work Analysis and Evaluation
   - 2.1 Job Analysis
   - 2.2 Activity Analysis
   - 2.3 Job Evaluation

3. Concepts and Methods of Work Motivation and Satisfaction
   - 3.1 Motivational Psychology
   - 3.2 Models Motivational Psychology
   - 3.3 Theories of Job Satisfaction

4. Concepts and Methods of work and Workplace Design
   - 4.1 Design of the Working Environment
   - 4.2 Workplace Design
   - 4.3 Challenges of the New World of Work

5. Occupational Health and Safety
   - 5.1 Ergonomics, Noise, Heat and Lighting
   - 5.2 Stress
   - 5.3 Work Life Balance
   - 5.4 Occupational Safety

6. Basics of Organizational Psychology
   - 6.1 Organizational Psychology
   - 6.2 Organization
   - 6.3 Organization equals Interaction?

7. Concepts and Methods of Organizational Analysis and Design
   - 7.1 Design and Structures of Organizations
   - 7.2 Organizational Diagnosis
   - 7.3 Carrying out an Organizational Diagnosis

8. Interaction and Communication in Organizations
   - 8.1 Communication Models
   - 8.2 Groups and Teamwork
   - 8.3 Conflicts
   - 8.4 (Personnel) Management

9. Organizational Climate and Culture
   - 9.1 Working and Organizational Climate
   - 9.2 Corporate Culture

10. The Learning Organization
    - 10.1 Learning Organization
    - 10.2 Organizational Development
    - 10.3 Innovations

Literature

Compulsory Reading

Further Reading

- Greenberg, J. (2022). Behavior in Organizations, 11th ed., Pearson, New York.
- Hayes, J. (2018). Theory and practice og change management, 5th ed., Palgrawe, London.
- Robbins, S., Judge, T., & Campbell, T. (2017). Organizational Behavior, Pearson, New York.

Study Format Distance Learning

Study Format	Course Type
Distance Learning	Online Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Exam, 90 Minutes

Student Workload					
Self Study	**Contact Hours**	**Tutorial**	**Self Test**	**Independent Study**	**Hours Total**
90 h	0 h	30 h	30 h	0 h	150 h

Instructional Methods	
☐ Learning Sprints®	☐ Review Book
☑ Course Book	☐ Creative Lab
☐ Vodcast	☐ Guideline
☑ Shortcast	☑ Live Tutorium/Course Feed
☑ Audio	☐ Reader
☑ Exam Template	☑ Slides

Differential and Personality Psychology

Module Code: DLBPSDPP_E

Module Type	Admission Requirements	Study Level	CP	Student Workload
see curriculum	none	BA	5	150 h

Semester / Term	Duration	Regularly offered in	Language of Instruction and Examination
see curriculum	Minimum 1 semester	WiSe/SoSe	English

Module Coordinator

Prof. Dr. Mario Herrmann (Differential and Personality Psychology)

Contributing Courses to Module

- Differential and Personality Psychology (DLBPSDPP01_E)

Module Exam Type

Module Exam	Split Exam
Study Format: Distance Learning Exam, 90 Minutes	

Weight of Module

see curriculum

Module Contents

- Basics and Research Methods
- Personality Theories
- Interindividual Differences in Personality
- Determinants of Interindividual Differences

Learning Outcomes

Differential and Personality Psychology

On successful completion, students will be able to

- apply key concepts and research methods and theories of personality.
- combine behavioral constancy and variability within the basic subject or interindividual differences in the two constructs.
- know determinants of interindividual behavior (genetic and environmental factors) and interindividual differences in performance and gender differences to integrate them into the processing of the application subjects.
- discuss with reference to the relevant scientific theories and empirical Findings.

Links to other Modules within the Study Program	Links to other Study Programs of the University
This module is similar to other modules in the fields of Psychology	All Bachelor Programs in the Social Sciences fields

Differential and Personality Psychology

Course Code: DLBPSDPP01_E

Study Level	Language of Instruction and Examination	Contact Hours	CP	Admission Requirements
BA	English		5	none

Course Description

Differential and personality psychology occupies a special position in the canon of basic subjects in psychology. The basic subjects deal with common features of human experience and behavior. This also applies to personality psychology. However, according to its name, differential psychology focuses on the interindividual characteristics that make up the uniqueness and individuality of each person. It also focuses on theories and regularities that describe, explain, and predict these interindividual differences. In order to explain these interindividual differences, dispositional and environmental influences are introduced, and the most important methods and results for heritability estimation are presented. In addition, some biological correlates of structural traits of personality are discussed.In addition, theories that explain the intraindividual variability of people's actions in different situations ("process characteristics") are important. Mischel's social-cognitive theory is presented for this purpose. Theories of personality have implications for clinical-psychological diagnostics, aptitude diagnostics, psychotherapy and education as well as for measures of personnel development.

Course Outcomes

On successful completion, students will be able to

- apply key concepts and research methods and theories of personality.
- combine behavioral constancy and variability within the basic subject or interindividual differences in the two constructs.
- know determinants of interindividual behavior (genetic and environmental factors) and interindividual differences in performance and gender differences to integrate them into the processing of the application subjects.
- discuss with reference to the relevant scientific theories and empirical Findings.

Contents

1. Basics and Research Methods
    - 1.1 Introduction to Interindividual Differences
    - 1.2 History of Personality Psychology
    - 1.3 Delimitation of Personality Psychology
    - 1.4 Central Terms
    - 1.5 Content Concepts of Personality Psychology

2. Personality Theories
   - 2.1 Psychodynamic Theories
   - 2.2 Needs and Motivation Theories
   - 2.3 Learning Theories
   - 2.4 Cognitive and Action Theories

3. Interindividual Differences in The Area of Personality
   - 3.1 Modeling of Personality Structures
   - 3.2 Cattell's Concepts of Personality Theory
   - 3.3 Eysenck's Concepts of Personality Theory
   - 3.4 The Five Factor Model (FFM) of Personality (Allport)
   - 3.5 Biological Theories

4. Determinants of Interindividual Differences
   - 4.1 Genetic Factors
   - 4.2 Environmental Factors
   - 4.3 Group Differences

Literature

Compulsory Reading

Further Reading

- Gaines, S. (2020): Personality Psychology: The Basics. Routledge, London.
- Larsen, R. & Buss, D. (2020): Personality Psychology: Domains of Knowledge About Human Nature. McGraw Hill, London.
- Maltby, J., Day, L. & Macaskill, A. (2017): Personality, individual differences and intelligence. Pearson, London.

Study Format Distance Learning

Study Format	**Course Type**
Distance Learning	Online Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Exam, 90 Minutes

Student Workload					
Self Study	**Contact Hours**	**Tutorial**	**Self Test**	**Independent Study**	**Hours Total**
90 h	0 h	30 h	30 h	0 h	150 h

Instructional Methods	
☐ Learning Sprints®	☐ Review Book
☑ Course Book	☐ Creative Lab
☐ Vodcast	☐ Guideline
☑ Shortcast	☑ Live Tutorium/Course Feed
☑ Audio	☐ Reader
☑ Exam Template	☑ Slides

DLBPSDPP01_E

Social Interaction Psychology

Module Code: DLBPSPSI_E

Module Type	Admission Requirements	Study Level	CP	Student Workload
see curriculum	None	BA	5	150 h

Semester / Term	Duration	Regularly offered in	Language of Instruction and Examination
see curriculum	Minimum 1 semester	WiSe/SoSe	English

Module Coordinator

Prof. Dr. Christian Stierle (Social Interaction Psychology)

Contributing Courses to Module

- Social Interaction Psychology (DLBPSPSI01_E)

Module Exam Type

Module Exam	Split Exam
Study Format: Distance Learning Exam, 90 Minutes	

Weight of Module

see curriculum

Module Contents

- Introduction to Social Psychology
- Research methods in social psychology
- Social perception and attribution
- The self
- Settings
- Strategies for attitude and behavior change
- Social influence
- Aggression
- Prosocial behavior
- Affiliation, interpersonal attraction and close relationships
- Group performance and leadership
- Social psychology and cross-cultural differences

Learning Outcomes

Social Interaction Psychology

On successful completion, students will be able to

- describe, analyze and understand the interaction of humans with their social environment as well as the structure, development and design of groups, teams and organizations using concepts of social psychology.
- reflect and evaluate practical situations based on social psychological terms and research results.
- understand and use scientific literature in English covering social psychological research topics.
- use the social-psychological knowledge in order to reflect on patterns of perception and describe and understand differences between individual and other`s expectations, values and norms.

Links to other Modules within the Study Program	Links to other Study Programs of the University
This module is similar to other modules in the fields of Psychology	All Bachelor Programs in the Social Sciences fields

Social Interaction Psychology

Course Code: DLBPSPSI01_E

Study Level	Language of Instruction and Examination	Contact Hours	CP	Admission Requirements
BA	English		5	None

Course Description

Social psychology deals with the effects of the actual or imagined presence of other people regarding behavior and experience of the individual. In this context, attitudes, the self, attribution theories, social influence, aggression and prosocial behavior are considered in more detail. Social psychology is confronted with methodological peculiarities that affect its specific procedures. Within the different topics, behavior between groups and within groups is considered, as well as the influence of prejudice, group conflict, violence, and prosocial behavior on groups. At the end of the course, cultural differences in social psychology will be examined.

Course Outcomes

On successful completion, students will be able to

- describe, analyze and understand the interaction of humans with their social environment as well as the structure, development and design of groups, teams and organizations using concepts of social psychology.
- reflect and evaluate practical situations based on social psychological terms and research results.
- understand and use scientific literature in English covering social psychological research topics.
- use the social-psychological knowledge in order to reflect on patterns of perception and describe and understand differences between individual and other`s expectations, values and norms.

Contents

1. Introduction to Social Psychology
   - 1.1 Subject and Basic Assumptions of Social Psychology
   - 1.2 Social Psychological Findings in Science vs. Everyday Life
   - 1.3 Qualitative and Quantitative Methods in Social Research
2. Selected Techniques of Social Psychological Data Collection
   - 2.1 Methodological Diversity in Social Psychological Research
   - 2.2 Scientific Observation in the Field and in the Laboratory
   - 2.3 Reactive vs. Non-Reactive Methods

3. Social Perception and Attribution
   - 3.1 Social Perception
   - 3.2 Attribution Theories
   - 3.3 Social Perception and Social Reality
   - 3.4 Cognitive Control Through Effort

4. The self
   - 4.1 The Self and its Origin
   - 4.2 The Self, its Origin and the Origin of self-knowledge
   - 4.3 The Self of Mental Representation
   - 4.4 Motivational Functions of The Self
   - 4.5 Self-Control

5. Settings
   - 5.1 Contents of Settings
   - 5.2 Structure of Settings
   - 5.3 Function of Settings
   - 5.4 Relationship Between Content, Structure and Function of Settings
   - 5.5 Measurement of Settings

6. Social Influence
   - 6.1 Unintended Social Influence
   - 6.2 Mechanisms of Social Influence
   - 6.3 Intended Social Impact

7. Aggression
   - 7.1 Definition and Measurement of Aggressive Behavior
   - 7.2 Theories of Aggressive Behavior
   - 7.3 Aggression as a Social Problem
   - 7.4 Psychological Approaches to Prevention and Intervention

8. Prosocial Behavior
   - 8.1 Prosocial Behavior, prosocial behavior and Altruism
   - 8.2 The Role of Situational Influences
   - 8.3 Social Behavior
   - 8.4 Research on Prosocial Behavior

9. Affiliation, Interpersonal Attraction and Close Relationships
   - 9.1 Importance of Relationships
   - 9.2 Interpersonal Attraction
   - 9.3 Love Relationships

10. Group Processes and Cultural Differences
   - 10.1 Groups - Definitions and Key Characteristics
   - 10.2 Decision-Making Processes in Groups/Group Productivity
   - 10.3 Intergroup Processes - Prejudices and Conflicts
   - 10.4 Culture and Cultural Differences
   - 10.5 Culture, Cultural Differences and Intercultural Relations

Literature

Compulsory Reading

Further Reading

- Anderson, C. A. et al. (2010): Violent video game effects on aggression, empathy, and prosocial behavior in eastern and western countries: A meta-analytic review. In: Psychological Bulletin, 136th ed. 2, pp. 151-173.
- Franco, Z. E./Blau, K./Zimbardo, P. G. (2011): Heroism: A conceptual analysis and differentiation between heroic action and altruism. In: Review of General Psychology, 15th ed. 2, pp. 99-113.
- Judd, C. M./Kenny, D. A. (2010): Data analysis in social psychology: Recent and recurring issues. In: Fiske, S. T./Gilbert, D. T./Lindzey, G. (Eds.): Handbook of social psychology. 5th edition, Wiley & Sons, Hoboken, pp. 115-139.

Study Format Distance Learning

Study Format	Course Type
Distance Learning	Online Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Exam, 90 Minutes

Student Workload					
Self Study	**Contact Hours**	**Tutorial**	**Self Test**	**Independent Study**	**Hours Total**
90 h	0 h	30 h	30 h	0 h	150 h

Instructional Methods	
☐ Learning Sprints®	☐ Review Book
☑ Course Book	☐ Creative Lab
☐ Vodcast	☐ Guideline
☑ Shortcast	☑ Live Tutorium/Course Feed
☑ Audio	☐ Reader
☑ Exam Template	☑ Slides

General Psychology: Learning, Emotion, Motivation and Attention

Module Code: DLBPSAPLEMA_E

Module Type	Admission Requirements	Study Level	CP	Student Workload
see curriculum	none	BA	5	150 h

Semester / Term	Duration	Regularly offered in	Language of Instruction and Examination
see curriculum	Minimum 1 semester	WiSe/SoSe	English

Module Coordinator

Prof. Dr. Christian Stierle (General Psychology: Learning, Emotion, Motivation and Attention)

Contributing Courses to Module

- General Psychology: Learning, Emotion, Motivation and Attention (DLBPSAPLEMA01_E)

Module Exam Type

Module Exam	Split Exam
Study Format: Distance Learning Exam, 90 Minutes	

Weight of Module

see curriculum

Module Contents

- Learning
- Emotions
- Motivation
- Attention and awareness

Learning Outcomes

General Psychology: Learning, Emotion, Motivation and Attention

On successful completion, students will be able to

- name psychological theories of learning, emotion, motivation, attention and consciousness.
- describe, explain and predict human learning, emotions, motivation, attention and awareness.
- integrate theory-based connections and interfaces between learning, emotions, motivation, attention, and consciousness into their work by considering intradisciplinary mechanisms of action.
- discover everyday psychological phenomena of learning, emotions, motivation, attention and consciousness in their everyday life and transfer them into psychology as a science.

Links to other Modules within the Study Program	**Links to other Study Programs of the University**
This module is similar to other modules in the fields of Psychology	All Bachelor Programs in the Social Sciences fields

General Psychology: Learning, Emotion, Motivation and Attention

Course Code: DLBPSAPLEMA01_E

Study Level	Language of Instruction and Examination	Contact Hours	CP	Admission Requirements
BA	English			none

Course Description

General psychology is one of the basic subjects of psychology and deals with the principles that describe, explain and predict human experience and behavior. In addition to the principles of behavior, all topics of general psychology have in common that they focus on the reception, processing, storage and retrieval of information. General Psychology is therefore often referred to as Cognitive Psychology. This course covers the topics of learning, motivation, emotion, attention, and consciousness from this foundational subject. The focus will be on the respective psychological aspects of information processing in the four content areas. The focus is further on psychological theories, mechanisms or explanatory approaches that trace the development in each topic area to the current state of scientific knowledge. Each of the four areas is concluded with an application example to make the practical relevance transparent.

Course Outcomes

On successful completion, students will be able to

- name psychological theories of learning, emotion, motivation, attention and consciousness.
- describe, explain and predict human learning, emotions, motivation, attention and awareness.
- integrate theory-based connections and interfaces between learning, emotions, motivation, attention, and consciousness into their work by considering intradisciplinary mechanisms of action.
- discover everyday psychological phenomena of learning, emotions, motivation, attention and consciousness in their everyday life and transfer them into psychology as a science.

Contents

1. Learn
    - 1.1 Introduction to The Psychology of Learning
    - 1.2 Classical Conditioning
    - 1.3 Instrumental Learning and Operant Conditioning
    - 1.4 Mirror Neurons
    - 1.5 Application Example

2. Emotions
   - 2.1 Introduction to The Psychology of Emotions
   - 2.2 Emotions and Brain
   - 2.3 Effects of Emotions
   - 2.4 Cognitive Effects
   - 2.5 Health Effects
   - 2.6 Development of Emotions
   - 2.7 Explanations
   - 2.8 Application Example

3. Motivation
   - 3.1 Introduction to Motivational Psychology
   - 3.2 Motivation as a Strength
   - 3.3 Motivation as a Conscious Calculation
   - 3.4 Content Theories of Motivation
   - 3.5 Goals and Identity Objectives
   - 3.6 Application Example

4. Attention and Awareness
   - 4.1 Introduction to The Psychology of Attention
   - 4.2 Functional Level of Attention
   - 4.3 Dichotic listening and Shadowing Task
   - 4.4 Theories of Attention
   - 4.5 Visual Attention
   - 4.6 The Neglect Syndrome
   - 4.7 Limitations of Attention
   - 4.8 Introduction to The Psychology of Consciousness
   - 4.9 Theoretical Approaches to Consciousness
   - 4.10 Application Example

Literature

Compulsory Reading

Further Reading

- Myers, D.G. & Dewall, C.N. (2021). Psychology (13th edt.). Worth Publishers, New York.
- Lefrancois, G.R. (2019). Theories of Human Learning (7th edt.). Cambridge University Press
- Harley, T.A. (2021). The Science of Consciousness. Cambridge University Press

Study Format Distance Learning

Study Format	Course Type
Distance Learning	Online Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Exam, 90 Minutes

Student Workload					
Self Study	**Contact Hours**	**Tutorial**	**Self Test**	**Independent Study**	**Hours Total**
90 h	0 h	30 h	30 h	0 h	150 h

Instructional Methods	
☐ Learning Sprints®	☐ Review Book
☑ Course Book	☐ Creative Lab
☐ Vodcast	☐ Guideline
☑ Shortcast	☑ Live Tutorium/Course Feed
☑ Audio	☐ Reader
☑ Exam Template	☑ Slides

DLBPSAPLEMA01_E

2. Semester

Introduction to Empirically Scientific Psychology

Module Code: DLBPSEEWP_E

Module Type	Admission Requirements	Study Level	CP	Student Workload
see curriculum	None	BA	5	150 h

Semester / Term	Duration	Regularly offered in	Language of Instruction and Examination
see curriculum	Minimaldauer: 1 Semester	WiSe/SoSe	English

Module Coordinator

Prof. Dr. Benny Briesenmeister (Introduction to Empirically Scientific Psychology)

Contributing Courses to Module

- Introduction to Empirically Scientific Psychology (DLBPSEEWP01_E)

Module Exam Type

Module Exam	Split Exam
Study Format: Distance Learning Exam, 90 Minutes	

Weight of Module

see curriculum

Module Contents

- Psychology as an empirical science
- Experimental Designs
- Quantitative methods
- Qualitative methods
- Mixed methods
- Research Ethics

Learning Outcomes

Introduction to Empirically Scientific Psychology

On successful completion, students will be able to

- define basic empirical terms in a professional manner, understand technical literature in this regard, and use the terms correctly in verbal communication.
- understand empiricism as a central criterion in the differentiation to adjacent sciences and to represent it in interdisciplinary cooperation at all levels.
- describe the basic process of empirical knowledge acquisition in its fundamental form.
- see this research cycle with its implementation as their original core competence as psychologists.
- describe their cognitive network of scientific psychology, into which they insert all other content of their studies.

Links to other Modules within the Study Program	**Links to other Study Programs of the University**
This module is similar to other modules in the fields of Psychology	All Bachelor Programs in the Social Sciences fields

Introduction to Empirically Scientific Psychology

Course Code: DLBPSEEWP01_E

Study Level	Language of Instruction and Examination	Contact Hours	CP	Admission Requirements
BA	English		5	None

Course Description

The course provides basic information and overviews of psychology as a science. This course focuses on empiricism as a method of gaining and increasing knowledge. It explains basic terminology such as variable, hypothesis, hypothesis testing, operationalization, or measurement, the proper linguistic use of which is essential for psychological communication. In addition, the course offers a rough outline of psychology as an empirical science, which serves the student as a basis for classifying later methodological content, such as statistics, research methods or diagnostics. This creates gaps that can be filled with the corresponding content in the further course of study.

Course Outcomes

On successful completion, students will be able to

- define basic empirical terms in a professional manner, understand technical literature in this regard, and use the terms correctly in verbal communication.
- understand empiricism as a central criterion in the differentiation to adjacent sciences and to represent it in interdisciplinary cooperation at all levels.
- describe the basic process of empirical knowledge acquisition in its fundamental form.
- see this research cycle with its implementation as their original core competence as psychologists.
- describe their cognitive network of scientific psychology, into which they insert all other content of their studies.

Contents

1. Psychology as An Empirical Science
   - 1.1 Subject of Psychology
   - 1.2 How Is Knowledge Created?
   - 1.3 Systematics of Scientific Methods
   - 1.4 Hypotheses
   - 1.5 Variables

2. Problem and Research Cycle
   - 2.1 Research Cycle
   - 2.2 Sampling
   - 2.3 Data Collection Techniques

3. Research Designs
   - 3.1 Experimental Research Designs
   - 3.2 Controlling Confounding Variables
   - 3.3 Pre- and Quasi-Experimental Research Designs
   - 3.4 Non-Experimental Research Designs
   - 3.5 Requirements for Causal Conclusions

4. Quantitative Methods
   - 4.1 Characteristics of Psychological Methods
   - 4.2 Introduction to Measurement Theory
   - 4.3 Questionnaires and Ratings
   - 4.4 Psychometric Measures derived from Quantitative Methods
   - 4.5 Psychological Testing
   - 4.6 Biophysiological And Neurophysiological Measurements

5. Qualitative and Mixed Research Methods
   - 5.1 Principles of Qualitative Research
   - 5.2 Qualitative Methods
   - 5.3 Qualitative Analyses
   - 5.4 Quality Criteria to Qualitative Research
   - 5.5 Mixed Methods

6. Research Ethics
   - 6.1 Well-Known Social Psychological Studies with Problems in Research Ethics
   - 6.2 Ethical Handling of Subjects
   - 6.3 Rules of Good Scientific Practice

Literature
Compulsory Reading
Further Reading ▪ American Psychological Association (2017). Ethical principles of Psychologists and Code of Conduct. (URL: www.apa.org/ethics/code) ▪ Haslam, S. A. & McGarthy, C. (2018). Research Methods and Statistics in Psychology. London: SAGE ▪ Lieberman, D. (2020). Learning and Memory. Cambridge: Cambridge University

Study Format Distance Learning

Study Format	Course Type
Distance Learning	Online Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Exam, 90 Minutes

Student Workload					
Self Study	**Contact Hours**	**Tutorial**	**Self Test**	**Independent Study**	**Hours Total**
90 h	0 h	30 h	30 h	0 h	150 h

Instructional Methods	
☐ Learning Sprints®	☐ Review Book
☑ Course Book	☐ Creative Lab
☐ Vodcast	☐ Guideline
☑ Shortcast	☑ Live Tutorium/Course Feed
☑ Audio	☐ Reader
☑ Exam Template	☑ Slides

Statistics

Module Code: BSTA-01_E

Module Type	Admission Requirements	Study Level	CP	Student Workload
see curriculum	none	BA	5	150 h

Semester / Term	Duration	Regularly offered in	Language of Instruction and Examination
see curriculum	Minimum 1 semester	WiSe/SoSe	English

Module Coordinator

Prof. Dr. Benny Briesenmeister (Statistics)

Contributing Courses to Module

- Statistics (BSTA01-01_E)

Module Exam Type

Module Exam	Split Exam
Study Format: Distance Learning Exam, 90 Minutes	

Weight of Module

see curriculum

Module Contents

- Evaluation Methods of One-Dimensional Data
- Evaluation Methods of Two-Dimensional Data
- Fundamentals of Probability Theory
- Special Probability Distributions
- Samples
- Statistical Estimation Procedures
- Hypothesis Testing
- Linear Regression

Learning Outcomes

Statistics

On successful completion, students will be able to

- prepare and present data in tabular and graphical format
- analyze and interpret data and their measures of location and dispersion.
- identify how two variables are related to one another and analyze their relationship.
- describe real conditions in probabilistic terms and evaluate them quantitatively.
- name the most important probability distributions and apply them to real-world problems.
- utilize numerical material from a sample as a basis for drawing conclusions about phenomena in the population.
- perform statistical test procedures and evaluate the results.
- perform regressions and interpret the results.
- critically appraise prepared statistics or statistical analyses

Links to other Modules within the Study Program	**Links to other Study Programs of the University**
This module is similar to other modules in the field of Methods	All Bachelor Programs in the Business & Management field

Statistics

Course Code: BSTA01-01_E

Study Level	Language of Instruction and Examination	Contact Hours	CP	Admission Requirements
BA	English		5	none

Course Description

The term "statistics" usually describes two phenomena: (i) the tabular and/or graphical processing of data and (ii) statistical methods used to collect, process and draw conclusions from data. From this it immediately follows that confrontation with statistics is ubiquitous - whether in studies, where statistical methods are applied in related courses, in bachelor theses, or in everyday professional life, where managers are confronted daily with statistical analyses that they are required to understand and interpret. The aim of the course is therefore to teach the most essential elements of statistical procedures. Methodologically, the course is comprised of two steps. Firstly, theoretical basics of individual statistical methods are presented and these are deepened by means of smaller examples and (interactive) illustrations. Secondly, the methods learned are studied on the basis of application cases. In terms of content, the course is divided into three parts. Descriptive statistics deals with different forms of data representation. Probability calculation serves above all as the basis for inferential statistics, in which the attempt is made to draw conclusions about the population from a sample.

Course Outcomes

On successful completion, students will be able to

- prepare and present data in tabular and graphical format
- analyze and interpret data and their measures of location and dispersion.
- identify how two variables are related to one another and analyze their relationship.
- describe real conditions in probabilistic terms and evaluate them quantitatively.
- name the most important probability distributions and apply them to real-world problems.
- utilize numerical material from a sample as a basis for drawing conclusions about phenomena in the population.
- perform statistical test procedures and evaluate the results.
- perform regressions and interpret the results.
- critically appraise prepared statistics or statistical analyses

Contents

1. Introduction
   - 1.1 Subject of Statistics
   - 1.2 Basic Concepts of statistics
   - 1.3 Procedure of Statistical Investigations

2. Evaluation Methods of One-Dimensional Data
   - 2.1 Frequency Distributions
   - 2.2 Measures of Central Tendendy
   - 2.3 Measures of Dispersion

3. Evaluation Methods of Two-Dimensional Data
   - 3.1 Scatter Diagram and Contingency Table
   - 3.2 Correlation Measures

4. Fundamentals of Probability Theory
   - 4.1 Random Experiments and Events
   - 4.2 Probability of Events
   - 4.3 Random Variables and Their Distribution

5. Special Probability Distributions
   - 5.1 Normal Distribution
   - 5.2 T-Distribution

6. Samples
   - 6.1 Sampling
   - 6.2 Sampling Functions
   - 6.3 Sampling Distributions

7. Statistical Estimation Procedures
   - 7.1 Point Estimate
   - 7.2 Interval Estimation

8. Hypothesis Testing
   - 8.1 Methodology
   - 8.2 Expected Value Test with Known Standard Deviation (Z-Test)
   - 8.3 Expected Value Test with Unknown Standard Deviation (T-Test)

9. Linear Regression
   - 9.1 Regression Line
   - 9.2 Quality Assessment
   - 9.3 Applications

Literature
Compulsory Reading
Further Reading ▪ Carlson, Kieth A., Winquist, Jennifer R. (2021): An Introduction to Statistics: An Active Learning Approach, 3rd Edition, SAGE Publications ▪ Frost, Jim (2020): Introduction to Statistics: An Intuitive Guide for Analyzing Data and Unlocking Discoveries, 1st Edition, Statistics by Jim Publishing ▪ Frost, Jim (2020) Hypothesis Testing: An Intuitive Guide for Making Data Driven Decisions, 1st Edition, Statistics by Jim Publishing ▪ Heumann, C.; Schomaker, M. (2018): Introduction to Statistics an Data Analysis: With Exercises, Solutions an Applications in R, 2nd Edition, Springer ▪ James, Gareth; Witten, Daniela; Hastie, Trevor; Tibshirani, Robert (2021): An Introduction to Statistical Learning: with Applications in R, 2nd Edition, Spinner ▪ Pishro-Nik, Hossein (2014): Introduction to Probability, Statistics and Random Process, 1st Edition Kappa Research ▪ Reid, Howard M. (2014): Introduction to Statistics: fundamental concepts and procedures of data analysis, 1st Edition, SAGE Publications

Study Format Distance Learning

Study Format	Course Type
Distance Learning	Online Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Exam, 90 Minutes

Student Workload					
Self Study	**Contact Hours**	**Tutorial**	**Self Test**	**Independent Study**	**Hours Total**
90 h	0 h	30 h	30 h	0 h	150 h

Instructional Methods	
☐ Learning Sprints®	☐ Review Book
☑ Course Book	☐ Creative Lab
☐ Vodcast	☐ Guideline
☑ Shortcast	☑ Live Tutorium/Course Feed
☑ Audio	☐ Reader
☑ Exam Template	☑ Slides

General Psychology: Perception, Memory, Language and Cognition

Module Code: DLBPSAPWGSDP_E

Module Type	Admission Requirements	Study Level	CP	Student Workload
see curriculum	none	BA	5	150 h

Semester / Term	Duration	Regularly offered in	Language of Instruction and Examination
see curriculum	Minimum 1 semester	WiSe/SoSe	English

Module Coordinator

Prof. Dr. Benny Briesenmeister (General Psychology: Perception, Memory, Language and Cognition)

Contributing Courses to Module

- General Psychology: Perception, Memory, Language and Cognition (DLBPSAPWGSDP01_E)

Module Exam Type

Module Exam	Split Exam
Study Format: Distance Learning Exam, 90 Minutes	

Weight of Module

see curriculum

Module Contents

- Perception
- Memory
- Language
- Cognition and Problem Solving

Learning Outcomes

General Psychology: Perception, Memory, Language and Cognition

On successful completion, students will be able to

- name psychological theories of perception, memory, language, as well as thinking and problem solving.
- use psychological theories to describe, explain and predict human perception, memory, language, thinking and problem.
- integrate connections and links between perception, memory, language, thinking and problem solving into their work by considering intradisciplinary mechanisms of action.
- actively perceive everyday, psychological phenomena of perception, memory, language, thinking and problem solving and to transfer it into psychology as a science.

Links to other Modules within the Study Program	**Links to other Study Programs of the University**
This module is similar to other modules in the fields of Psychology	All Bachelor Programs in the Social Sciences fields

General Psychology: Perception, Memory, Language and Cognition

Course Code: DLBPSAPWGSDP01_E

Study Level	Language of Instruction and Examination	Contact Hours	CP	Admission Requirements
BA	English		5	none

Course Description

General psychology is one of the basic subjects of psychology and deals with the general laws that describe, explain and predict human experience and behavior. In addition to their general laws, all topics of general psychology have in common that they focus on the reception, processing, storage and retrieval of information, which is why general psychology is often also referred to as cognitive psychology. This course covers the topics of perception, memory, language, as well as thinking and problem solving. The focus will be on the respective psychological aspects of information processing in these four areas and with regard to those on psychological theories, mechanisms, or explanatory approaches that trace the development in each topic area to the current, scientific state of the art. Each of the four areas is concluded with an application example to make the practical relevance transparent.

Course Outcomes

On successful completion, students will be able to

- name psychological theories of perception, memory, language, as well as thinking and problem solving.
- use psychological theories to describe, explain and predict human perception, memory, language, thinking and problem.
- integrate connections and links between perception, memory, language, thinking and problem solving into their work by considering intradisciplinary mechanisms of action.
- actively perceive everyday, psychological phenomena of perception, memory, language, thinking and problem solving and to transfer it into psychology as a science.

Contents

1. Perception
   - 1.1 Perception as a Field of Research in General Psychology
   - 1.2 Psychophysics as the Beginning of General Psychology
   - 1.3 Visual Perception
   - 1.4 Acoustic Perception
   - 1.5 Touch, Taste and Smell
   - 1.6 Application Example: Two Self-Experiments on Adaptation in Perception

2. Memory
   - 2.1 Memory Phenomena in Everyday Experiences
   - 2.2 Interdisciplinary Approaches to Human Memory
   - 2.3 Memory Models in General Psychology
   - 2.4 Three Types of Memory
   - 2.5 Learning Strategies and Control Techniques for Memorization

3. Long-Term Memory
   - 3.1 Models of Long-Term Memory
   - 3.2 Autobiographical and Episodic Memory
   - 3.3 Recalling and Retrieving
   - 3.4 False Memory and Suggestions
   - 3.5 Application Example: Self-Experiment on Memory

4. Thinking and Problem Solving
   - 4.1 Introduction to the Subject Area of Thinking
   - 4.2 Psychological Research on Problem Solving: Classical Studies in General Psychology
   - 4.3 Typologies to Classify and Differentiate Problems
   - 4.4 Research Methods to Investigate Thinking and Problem Solving
   - 4.5 Application Example

5. Language
   - 5.1 Research Fields within the Psychology of Language
   - 5.2 Basics of Speech Understanding and Processing
   - 5.3 Language and Language Development
   - 5.4 Speech Disorders
   - 5.5 Application Example: An Experiment on Associations

Literature

Compulsory Reading

Further Reading

- Gerrig, R. J. & Zimbardo, P. G. (2004). Psychology and Life. Toronto: Pearson.
- Lieberman, D. A. (2020). Learning and Memory. Cambridge: Cambridge University Press
- Myers, D. G. & DeWall, N. C. (2021). Psychology. New York: Worth Publishers.

Study Format Distance Learning

Study Format	Course Type
Distance Learning	Online Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Exam, 90 Minutes

Student Workload					
Self Study	**Contact Hours**	**Tutorial**	**Self Test**	**Independent Study**	**Hours Total**
90 h	0 h	30 h	30 h	0 h	150 h

Instructional Methods	
☐ Learning Sprints®	☐ Review Book
☑ Course Book	☐ Creative Lab
☐ Vodcast	☐ Guideline
☑ Shortcast	☑ Live Tutorium/Course Feed
☑ Audio	☐ Reader
☑ Exam Template	☑ Slides

DLBPSAPWGSDP01_E

Developmental Psychology

Module Code: DLBPSEPSY_E

Module Type	Admission Requirements	Study Level	CP	Student Workload
see curriculum	none	BA	5	150 h

Semester / Term	Duration	Regularly offered in	Language of Instruction and Examination
see curriculum	Minimum 1 semester	WiSe/SoSe	English

Module Coordinator

Prof. Dr. Mario Herrmann (Developmental Psychology)

Contributing Courses to Module

- Developmental Psychology (DLBPSEPSY01_E)

Module Exam Type

Module Exam	Split Exam
Study Format: Distance Learning Oral Assignment	

Weight of Module

see curriculum

Module Contents

- Basic Concepts and Theories of Developmental Psychology
- Physical Development and Motor Development
- Perceptual Development
- Cognitive Development
- Language Development
- Emotional Development and Development of the Self
- Social Development
- Moral Development
- Adolescence
- Early and Middle Adulthood
- Older Adults

Learning Outcomes

Developmental Psychology

On successful completion, students will be able to

- describe and explain changes in human experience and behavior over time and across the lifespan.
- develop an understanding of developmental knowledge and to recognize the role of developmental theories in this.
- develop explanatory hypotheses for developmental psychological facts and to derive testable predictions from them.
- evaluate the significance of an empirical study on developmental psychological issues.
- carry out the replication of a given experiment in developmental psychology, using the method of structured observation.

Links to other Modules within the Study Program	**Links to other Study Programs of the University**
This module is similar to other modules in the fields of Psychology	All Bachelor Programs in the Social Sciences fields

Developmental Psychology

Course Code: DLBPSEPSY01_E

Study Level	Language of Instruction and Examination	Contact Hours	CP	Admission Requirements
BA	English		5	none

Course Description

Developmental psychology is one of the basic subjects of psychology and deals with the development of human cognitive, emotional and behavioral capabilities and functioning over the life span - from prenatal development to death. Developmental psychology focuses on the topics of general psychology. It thus provides the basis for gerontological psychology, child and adolescent psychology, clinical psychology and health psychology in the field of health promotion/prevention in the setting or life phase approach. Developmental psychology focuses on normative development and thus also opens up explanatory and intervention approaches for promoting successful development or interventions for unsuccessful or disturbed development.

Course Outcomes

On successful completion, students will be able to

- describe and explain changes in human experience and behavior over time and across the lifespan.
- develop an understanding of developmental knowledge and to recognize the role of developmental theories in this.
- develop explanatory hypotheses for developmental psychological facts and to derive testable predictions from them.
- evaluate the significance of an empirical study on developmental psychological issues.
- carry out the replication of a given experiment in developmental psychology, using the method of structured observation.

Contents

1. Basic Concepts and Theories of Developmental Psychology
   - 1.1 Introduction to Developmental Psychology
   - 1.2 Research Methods
   - 1.3 Importance of the Nature
   - 1.4 Importance of the Nurture
   - 1.5 The Nature/Nurture-Theme
   - 1.6 The Active/Passive-Theme
   - 1.7 Atypical Development

2. Physical Development and Motor Development
   - 2.1 Overview of Maturation and Growth
   - 2.2 Development of Motor Skills
   - 2.3 Development of Gross Motor and Fine Motor Skills
   - 2.4 Atypical Courses of Motor Development

3. Perceptual Development
   - 3.1 Theoretical Aspects of Perception
   - 3.2 Methodological Procedures
   - 3.3 Perceptual Development in Different Sensory Areas
   - 3.4 Atypical Courses of Perceptual Development

4. Cognitive Development
   - 4.1 The Theory of Piaget
   - 4.2 Domain Specificity
   - 4.3 Development of Information Processing
   - 4.4 Memory Development
   - 4.5 Executive Functions
   - 4.6 Atypical Courses and Areas of Application of Cognitive Development

5. Language Development
   - 5.1 Acquisition of Phonology
   - 5.2 Acquisition of Grammar and Pragmatics
   - 5.3 Explanations for the Development of Language
   - 5.4 Atypical Courses of Language Development

6. Emotional Development and Development of the Self
   - 6.1 Development of Emotions
   - 6.2 Theories of Emotional Development
   - 6.3 Development of Emotional Facial Expression
   - 6.4 Development of Recognizing and Interpreting Emotions
   - 6.5 The Regulation of Emotions
   - 6.6 Atypical Courses of Emotional Development

7. Social and Moral Development
   - 7.1 Development of Attachment
   - 7.2 Development of Social Interaction
   - 7.3 Atypical Courses of Social Development
   - 7.4 Development of Moral Judgment
   - 7.5 Development of Moral Motivation and Moral Behavior

8. Adolescence
   - 8.1 Adolescence in Classical Developmental Psychology
   - 8.2 Developmental Tasks in Adolescence
   - 8.3 Risk Development in Adolescence

9. Early and Middle Adulthood
   - 9.1 Definition of Early and Middle Adulthood
   - 9.2 Developmental Tasks in Early and Middle Adulthood
   - 9.3 Area-Specific Development

10. Development in Older Adults
    - 10.1 Definition of Late Adulthood
    - 10.2 Images of Aging and Identity
    - 10.3 Gerontopsychological Theories
    - 10.4 Emotionality in Old Age

Literature

Compulsory Reading

Further Reading

- Hulme, C. & Snowling, M.J. (2008): Developmental Disorders of Language Learning and Cognition. John Wiley & Sons, New York.
- Schaffer, D.R. & Kipp, K. (2020): Developmental Psychology: childhood and adolescence. Cengage Learning, Boston.
- Slater, A. & Bremner, J.G. (2017): An introduction to developmental psychology (3rd edition). John Wiley & Sons, New York.

Study Format Distance Learning

Study Format	Course Type
Distance Learning	Online Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Oral Assignment

Student Workload					
Self Study	**Contact Hours**	**Tutorial**	**Self Test**	**Independent Study**	**Hours Total**
110 h	0 h	20 h	20 h	0 h	150 h

Instructional Methods	
☐ Learning Sprints®	☐ Review Book
☑ Course Book	☐ Creative Lab
☐ Vodcast	☑ Guideline
☑ Shortcast	☑ Live Tutorium/Course Feed
☑ Audio	☐ Reader
☐ Exam Template	☑ Slides

Positive Psychology

Module Code: DLBKPSPP_E

Module Type	Admission Requirements	Study Level	CP	Student Workload
see curriculum	none	BA	5	150 h

Semester / Term	Duration	Regularly offered in	Language of Instruction and Examination
see curriculum	Minimum 1 semester	WiSe/SoSe	English

Module Coordinator

Prof. Dr. Christian Stierle (Positive Psychology)

Contributing Courses to Module

- Positive Psychology (DLBKPSPP01_E)

Module Exam Type

Module Exam	Split Exam
Study Format: Distance Learning Exam, 90 Minutes	

Weight of Module

see curriculum

Module Contents

- Development of Positive Psychology, Emergence of the Paradigm Shift
- The Most Important Representatives and Their Studies
- Definition of Happiness and Well-Being
- Methods and Positive Communication
- Individual Strengths and Positive Attitudes
- Application Examples of Positive Psychology

Learning Outcomes **Positive Psychology** On successful completion, students will be able to ▪ understand the history of the development of positive psychology. ▪ name the most important studies and representatives on this. ▪ understand and cite examples of use. ▪ critically discuss the paradigm shift.	
Links to other Modules within the Study Program This module is similar to other modules in the fields of Psychology	**Links to other Study Programs of the University** All Bachelor Programs in the Social Sciences fields

Positive Psychology

Course Code: DLBKPSPP01_E

Study Level	Language of Instruction and Examination	Contact Hours	CP	Admission Requirements
BA	English		5	none

Course Description

The psychology of the past has mainly dealt with human deficits and the healing of mental disorders. With the realization that despite increasing prosperity, the number of people suffering from depression has not decreased but increased, the field of positive psychology has emerged since the 1990s under the leadership of Martin Seligman: Here, the focus is no longer on human weaknesses, but rather on enhancing human strengths, he scientific study of a happy lifestyle and daily mindfulness. Based on the fact that strengthening positive aspects, for example through positive communication, leads not only to a happier life but also to greater efficiency, methods of positive psychology are increasingly used in practice. In this course, the paradigm shift from traditional to positive psychology will be discussed and the definition of the most important terms will be made. Furthermore methods of positive psychology will be presented, which can lead to a happier life and a more efficient way of working. Finally, concrete examples of application will be shown and the definition of quality of life will be critically discussed.

Course Outcomes

On successful completion, students will be able to

- understand the history of the development of positive psychology.
- name the most important studies and representatives on this.
- understand and cite examples of use.
- critically discuss the paradigm shift.

Contents

1. Development of Positive Psychology
   - 1.1 Deficits versus potentials: two different perspectives
   - 1.2 Beginnings of Positive Psychology: Humanistic Psychology
   - 1.3 Learned Optimism: the revival by Martin Seligman

2. Measurable constructs of Positive Psychology
   - 2.1 Resilience according to Campbell-Sill & Stein
   - 2.2 Flow according to Jackson et al.
   - 2.3 Core Self Evaluations according to Judge et al.
   - 2.4 Psychological Capital according to Luthans et al.
   - 2.5 Grit according to Duckworth et al.
   - 2.6 Proactive personality according to Bateman & Crant
   - 2.7 Flourishing according to Diener
   - 2.8 Flow according to Csikszentmihalyi
   - 2.9 Life Satisfaction according to Diener
   - 2.10 Strengths-Based Assessments
   - 2.11 Self-Compassion
3. Positive Psychology in the workplace
   - 3.1 Theory of Positive Organizational Scholarship
   - 3.2 Empirical findings on the development "Positive Organizational Behavior"
   - 3.3 Connection of positive constructs to performance, commitment, and satisfaction
   - 3.4 "Positive Organizational Behavior" and leadership
4. Methods of Positive Psychology
   - 4.1 Strengthen positive emotions
   - 4.2 Learning to think positively
   - 4.3 Enhance positive communication
   - 4.4 Emotional intelligence
   - 4.5 Enhance mindfulness
   - 4.6 Strengths-based leadership
5. Methods of positive communication
   - 5.1 Empathy
   - 5.2 Active listening
   - 5.3 Positive resonance and feedback
   - 5.4 Trust
   - 5.5 Developing positive relationships
6. Examples of application of Positive Psychology
   - 6.1 School
   - 6.2 Family
   - 6.3 Coaching

7. Quality of life and psychological well-being
   - 7.1 Definition of life quality
   - 7.2 Physical well-being
   - 7.3 Meaning and belief
   - 7.4 Logotherapy

Literature

Compulsory Reading

Further Reading

- Avey, J. B. (2014). The left side of psychological capital: New evidence on the antecedents of PsyCap. Journal of leadership & organizational studies, 21(2), 141-149.
- Csikszentmihalyi, Mihaly (1990). Flow: The Psychology of Optimal Experience. Harper and Row.
- Duckworth, A. L., & Quinn, P. D. (2009). Development and validation of the Short Grit Scale (GRIT–S). Journal of personality assessment, 91(2), 166-174.
- Dunn, D. (2017): Positive Psychology - Established and emerging issues. Routledge.
- Judge, T. A., & Bono, J. E. (2001). Relationship of core self-evaluations traits—self-esteem, generalized self-efficacy, locus of control, and emotional stability - with job satisfaction and job performance: A meta-analysis. Journal of applied Psychology, 86(1), 80.
- Seligman, M. (2006): Learned optimism. How to change your life and your mind. Vintage Books.
- Seligman, M. (2011). Flourish: A visionary new understanding of happiness and well-being. Free Press.
- Youssef, C. M., & Luthans, F. (2007). Positive organizational behavior in the workplace: The impact of hope, optimism, and resilience. Journal of management, 33(5), 774-800.

Study Format Distance Learning

Study Format	Course Type
Distance Learning	Online Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Exam, 90 Minutes

Student Workload					
Self Study	**Contact Hours**	**Tutorial**	**Self Test**	**Independent Study**	**Hours Total**
90 h	0 h	30 h	30 h	0 h	150 h

Instructional Methods	
☐ Learning Sprints®	☐ Review Book
☑ Course Book	☐ Creative Lab
☐ Vodcast	☐ Guideline
☑ Shortcast	☑ Live Tutorium/Course Feed
☑ Audio	☐ Reader
☑ Exam Template	☑ Slides

Introduction to Psychological Assessment

Module Code: DLBPSEPD_E

Module Type	Admission Requirements	Study Level	CP	Student Workload
see curriculum	none	BA	5	150 h

Semester / Term	Duration	Regularly offered in	Language of Instruction and Examination
see curriculum	Minimum 1 semester	WiSe/SoSe	English

Module Coordinator

Prof. Dr. Tilman Hensch (Introduction to Psychological Assessment)

Contributing Courses to Module

- Introduction to Psychological Assessment (DLBPSEPD01_E)

Module Exam Type

Module Exam	Split Exam
Study Format: Distance Learning Exam, 90 Minutes	

Weight of Module

see curriculum

Module Contents

- Introduction to Psychological Assessment
- Test Theories
- Methods of Obtaining Diagnostic Information
- Stages of Test Construction
- Test Quality Evaluation
- The Diagnostic Process
- Quality of Diagnostic Research
- Quality Assurance & Evaluation

Learning Outcomes

Introduction to Psychological Assessment

On successful completion, students will be able to

- analyze theoretical and methodological foundations of psychological assessment.
- develop a test procedure according to scientific criteria.
- evaluate the result of their diagnostic process, assess it and report back on an order-related basis.
- use a correspondingly good, detailed knowledge in the field of psychological diagnostics.
- to clearly define and evaluate the quality of their own diagnostic process and that of other psychological colleagues.
- apply this skill in the development of test procedures and compare their approach with the appropriate evidence of scientific work.

Links to other Modules within the Study Program	**Links to other Study Programs of the University**
This module is similar to other modules in the fields of Psychology	All Bachelor Programs in the Social Sciences fields

Introduction to Psychological Assessment

Course Code: DLBPSEPD01_E

Study Level	Language of Instruction and Examination	Contact Hours	CP	Admission Requirements
BA	English		5	none

Course Description

Psychological assessment is part of the methodological subfields of psychology. Together with statistics, it forms the basis for scientifically sound and high-quality work results of the psychological profession. The course therefore focuses on test theory and test construction as well as the concepts of psychological assessments and the objectives of the diagnostic process. The course is rounded off by work-related quality standards of diagnostics, standards for testing as well as general legal and professional ethical guidelines for psychologists that have diagnostic relevance.

Course Outcomes

On successful completion, students will be able to

- analyze theoretical and methodological foundations of psychological assessment.
- develop a test procedure according to scientific criteria.
- evaluate the result of their diagnostic process, assess it and report back on an order-related basis.
- use a correspondingly good, detailed knowledge in the field of psychological diagnostics.
- to clearly define and evaluate the quality of their own diagnostic process and that of other psychological colleagues.
- apply this skill in the development of test procedures and compare their approach with the appropriate evidence of scientific work.

Contents

1. Introduction to Psychological Assessment
   - 1.1 Definition
   - 1.2 History of Psychological Assessment
   - 1.3 Categorical Classification
   - 1.4 Types of Psychological Assessment
   - 1.5 Areas of Application of Psychological Assessment
   - 1.6 The Diagnostic Process
   - 1.7 Test Categories
   - 1.8 Application Examples

2. Test Theories
   - 2.1 Classical Test Theories (CTT)
   - 2.2 Item Response Theories (IRT)
   - 2.3 Combination of CTT and IRT
   - 2.4 Application Example

3. Methods of Obtaining Diagnostic Information
   - 3.1 Selected Methods of Obtaining Diagnostic Information
   - 3.2 Criteria for The Choice of Method
   - 3.3 Application Example

4. Stages of Test Construction
   - 4.1 1st-4th Stage
   - 4.2 5th-9th Stage
   - 4.3 10th Stage: Normative Data/Cut-Off Values
   - 4.4 Application Example

5. Test quality evaluation
   - 5.1 Primary Quality Criteria
   - 5.2 Secondary Quality Criteria
   - 5.3 International Guidelines for Test Use and Evaluation
   - 5.4 Application Example

6. The Diagnostic Process
   - 6.1 The Diagnostic Process: A Model (Jäger 2006)
   - 6.2 Application Example

7. Quality of Diagnostic Processes
   - 7.1 Empirical Determination of the Quality of Diagnostic Instruments
   - 7.2 Identification of Diagnostic Errors
   - 7.3 Applied Diagnostic Research
   - 7.4 Bias in Psychological Assessment
   - 7.5 Application Example

8. Quality Assurance & Evaluation
   - 8.1 Introduction and Definition
   - 8.2 Professional Law and Ethics in Psychology
   - 8.3 Legal Basis & Ethical Guidelines of Psychological Assessment
   - 8.4 Application Example

Literature
Compulsory Reading
Further Reading ▪ Cohen, R. J., Schneider, W. J., & Tobin, R. M. (2022). Psychological testing and assessment: An introduction to tests and measurement (10th ed.). McGraw Hill. ▪ Reynolds, C. R., Altmann, R. A., & Allen, D. N. (2021). Mastering Modern Psychological Testing: Theory and Methods (2nd ed.). Springer, Cham. https://doi.org/10.1007/978-3-030-59455-8 ▪ In Leong, F. T. L., In Bartram, D., In Cheung, F. M., In Geisinger, K. F., & In Iliescu, D. (Eds.). (2016). The ITC international handbook of testing and assessment. Oxford University Press.

Study Format Distance Learning

Study Format	Course Type
Distance Learning	Online Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Exam, 90 Minutes

Student Workload					
Self Study	**Contact Hours**	**Tutorial**	**Self Test**	**Independent Study**	**Hours Total**
90 h	0 h	30 h	30 h	0 h	150 h

Instructional Methods	
☐ Learning Sprints®	☐ Review Book
☑ Course Book	☐ Creative Lab
☐ Vodcast	☐ Guideline
☑ Shortcast	☑ Live Tutorium/Course Feed
☑ Audio	☐ Reader
☑ Exam Template	☑ Slides

3. Semester

Psychology of Behavior and Evolution

Module Code: DLBKPSVUEF_E

Module Type	Admission Requirements	Study Level	CP	Student Workload
see curriculum	none	BA	5	150 h

Semester / Term	Duration	Regularly offered in	Language of Instruction and Examination
see curriculum	Minimaldauer: 1 Semester	WiSe/SoSe	English

Module Coordinator

N.N. (Psychology of Behavior and Evolution)

Contributing Courses to Module

- Psychology of Behavior and Evolution (DLBKPSVUEF01_E)

Module Exam Type

Module Exam	Split Exam
Study Format: Distance Learning Exam, 90 Minutes	

Weight of Module

see curriculum

Module Contents

- Definitions of Terms and Perspectives
- The Evolution of Language and Learning
- Behavioral Research Regarding Body Language in Humans and Animals
- Partnership and Cooperation

Learning Outcomes

Psychology of Behavior and Evolution

On successful completion, students will be able to

- describe the basics of behavioral and evolutionary research.
- look at human development from an evolutionary psychological perspective.
- trace the evolution of human language.
- assess the significance of facial expressions and gestures from the point of view of behavioral psychology.

Links to other Modules within the Study Program	**Links to other Study Programs of the University**
This module is similar to other modules in the fields of Psychology	All Bachelor Programs in the Social Sciences fields

Psychology of Behavior and Evolution

Course Code: DLBKPSVUEF01_E

Study Level	Language of Instruction and Examination	Contact Hours	CP	Admission Requirements
BA	English		5	none

Course Description

Behavioral research investigates why people and animals behave in specific ways in certain situations. In addition to language, this also includes facial expressions and gestures: Why do we "puff up"? Why do we raise our arms in jubilation or freeze in terror? Many human behaviors find their counterpart in the animal kingdom. Here, evolutionary psychology offers explanations as to why the human species has evolved in the way it has. This course first deals with basic concepts and methods of behavioral research as well as the differentiation of an evolutionary-psychological and behavioristic definition of behavior. The topics of language, learning, and partner choice will be considered, particularly from an evolutionary psychological perspective. Finally, gender and cultural differences will be discussed.

Course Outcomes

On successful completion, students will be able to

- describe the basics of behavioral and evolutionary research.
- look at human development from an evolutionary psychological perspective.
- trace the evolution of human language.
- assess the significance of facial expressions and gestures from the point of view of behavioral psychology.

Contents

1. Basics and Terms of Behavioral Research
   - 1.1 From Darwin To Chomsky: The Development of Behavioral Research
   - 1.2 Definition of Behavior
   - 1.3 Behavioral Observation
   - 1.4 Proximate and Ultimate Causes of Behavior
2. Evolutionary Psychology
   - 2.1 Development of Evolutionary Psychology
   - 2.2 Adaptation and Environment
   - 2.3 Evolution of The Body
   - 2.4 Evolution of The Mind
   - 2.5 Evolution of Language

3. Mimic
   - 3.1 Basics of Facial Expressions and Comparative Research in Humans and Animals
   - 3.2 Universal Facial Expressions and Cultural Differences
   - 3.3 Sex Differences in Facial Expressions from An Evolutionary Perspective

4. Gestures
   - 4.1 Basics of Gestures and Comparative Research in Humans and Animals
   - 4.2 Universal Gestures and Cultural Differences
   - 4.3 Sex Differences in Gestures from an Evolutionary Perspective

5. Learning and Social Communities
   - 5.1 Learning Forms and Evolutionary Benefits of Learning Processes
   - 5.2 Evolution of Social Communities

6. Sexuality and Partnership
   - 6.1 Sexuality and Partner Preference
   - 6.2 Partner Bonding
   - 6.3 Evolutionary Aspects of Mate Choice in Women
   - 6.4 Evolutionary Aspects of Mate Choice in Males

Literature

Compulsory Reading

Further Reading

- Buss, D. (2019): Evolutionary Psychology. Routledge, New York.
- Rubenstein and Alcock (2019): Animal Behavior [11 ed.]. Oxford University Press, New York.
- Duncan, I./Podos, J./Briffa, M. (2014): Animal Signaling & Function. John Wiley & Sons, Hoboken (New Jersey).

Study Format Distance Learning

Study Format	**Course Type**
Distance Learning	Online Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Exam, 90 Minutes

Student Workload					
Self Study	**Contact Hours**	**Tutorial**	**Self Test**	**Independent Study**	**Hours Total**
90 h	0 h	30 h	30 h	0 h	150 h

Instructional Methods	
☐ Learning Sprints®	☐ Review Book
☑ Course Book	☐ Creative Lab
☐ Vodcast	☐ Guideline
☑ Shortcast	☑ Live Tutorium/Course Feed
☑ Audio	☐ Reader
☑ Exam Template	☑ Slides

DLBKPSVUEF01_E

Basics of Counseling

Module Code: DLBPGGGBA_E

Module Type	Admission Requirements	Study Level	CP	Student Workload
see curriculum	none	BA	5	150 h

Semester / Term	Duration	Regularly offered in	Language of Instruction and Examination
see curriculum	Minimum 1 semester	WiSe/SoSe	English

Module Coordinator

N.N. (Basics of Counseling)

Contributing Courses to Module

- Basics of Counseling (DLBPGGGBA01_E)

Module Exam Type

Module Exam	Split Exam
Study Format: Distance Learning Written Assessment: Written Assignment	

Weight of Module

see curriculum

Module Contents

- Definition of Educational Guidance and Counselling
- Possibilities and Limits
- Consultation Phases and Formats
- Ethics and Morals in Counselling
- Fields of Application of Educational Guidance and Counselling
- Communication Theories and Communication Techniques
- Central Aspects of the Consultant

Learning Outcomes

Basics of Counseling

On successful completion, students will be able to

- classify counselling as a form of pedagogical action and to distinguish it from other situations or forms of counselling.
- reproduce basic relevant communication theories and approaches.
- differentiate between different advisory formats.
- reflect on ethical and moral aspects of counselling and recognize these in counselling contexts.
- receive selected fields of action and topics of counselling.
- assess the competencies of consultants and to theoretically match them with their personality profile.
- write an overview of the field of educational guidance or on a focus topic.

Links to other Modules within the Study Program	**Links to other Study Programs of the University**
This module is similar to other modules in the fields of Education	All Bachelor Programs in the Social Sciences fields

Basics of Counseling

Course Code: DLBPGGGBA01_E

Study Level	Language of Instruction and Examination	Contact Hours	CP	Admission Requirements
BA	English		5	none

Course Description

Counselling is a core area of action for pedagogues. It contributes significantly in every pedagogical professional field. This course offers an initial overview and creates the basis for a more in-depth study of counselling. The contents enable students to approach the concept of counselling theoretically in a first step and to discover what is typically pedagogical, before it is about the limits of counselling. The counselling framework is set by showing students counselling forms as well as counselling phases. Later they engage in ethical and moral aspects before they deal with selected fields of action and topics. Afterwards, the students acquire basic communication theories and techniques before they finally deal with the counselling role.

Course Outcomes

On successful completion, students will be able to

- classify counselling as a form of pedagogical action and to distinguish it from other situations or forms of counselling.
- reproduce basic relevant communication theories and approaches.
- differentiate between different advisory formats.
- reflect on ethical and moral aspects of counselling and recognize these in counselling contexts.
- receive selected fields of action and topics of counselling.
- assess the competencies of consultants and to theoretically match them with their personality profile.
- write an overview of the field of educational guidance or on a focus topic.

Contents

1. Counselling in Pedagogy
   - 1.1 Approaches to The Concept of Counselling
   - 1.2 The Pedagogical Aspect of Counselling
   - 1.3 Boundaries and Demarcation
2. The Consultation Framework
   - 2.1 Consultation Phases
   - 2.2 Ethics and Morals in Counselling
   - 2.3 Challenges of Consulting

3. Selected Fields of Action of Pedagogical Counselling
   - 3.1 School
   - 3.2 Special Education and Social Education
   - 3.3 Adult and Further Education

4. Formats of Educational and Further Training Counselling
   - 4.1 Learning Counselling
   - 4.2 Course Counselling
   - 4.3 Career Counselling
   - 4.4 Coaching
   - 4.5 Mentoring
   - 4.6 Collegial Consultation
   - 4.7 Mediation
   - 4.8 Organizational Consulting

5. Interaction and Communication in Counselling
   - 5.1 How to interact in Counselling
   - 5.2 Schulz Von Thun: Communication Model
   - 5.3 Rosenberg: Non-Violent Communication
   - 5.4 Rogers: Person-Centered Counselling
   - 5.5 Miller/Rollnick: Motivational Interviewing

6. Consulting as A Professional Task
   - 6.1 Demarcations
   - 6.2 Consulting Style
   - 6.3 Personality
   - 6.4 Skills and Competencies

Literature
Compulsory Reading
Further Reading ▪ Schiersmann, C., Ertelt, B-J., Katsarov, J., Mulvey, R., Reid, H. & Weber, P. (Editors) (2012). NICE Handbook for the Academic Training of Career Guidance and Counselling Professionals. Heidelberg University. Heidelberg. ▪ Schiersmann, C., Einarsdóttir, S., Katsarov, J., Lerkkanen, J., Mulvey, R., Pouyaud, J., Pukelis, K. & Weber, P. (Editors) (2016). European Competence Standards for the Academic Training of Career Practitioners NICE Handbook Volume II. Barbara Budrich Publishers. Opladen, Berlin, Toronto. ▪ Rogers, C. R. (1951). Client-Centered Therapy: Its Current Practice, Implications, and Theory. Boston: Houghton Mifflin.

Study Format Distance Learning

Study Format	Course Type
Distance Learning	Online Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Written Assessment: Written Assignment

Student Workload					
Self Study	**Contact Hours**	**Tutorial**	**Self Test**	**Independent Study**	**Hours Total**
110 h	0 h	20 h	20 h	0 h	150 h

Instructional Methods	
☐ Learning Sprints®	☐ Review Book
☑ Course Book	☐ Creative Lab
☐ Vodcast	☑ Guideline
☑ Shortcast	☑ Live Tutorium/Course Feed
☑ Audio	☐ Reader
☐ Exam Template	☑ Slides

Research Methodology and Data Analysis

Module Code: DLBWPFUD_E

Module Type	Admission Requirements	Study Level	CP	Student Workload
see curriculum	none	BA	5	150 h

Semester / Term	Duration	Regularly offered in	Language of Instruction and Examination
see curriculum	Minimum 1 semester	WiSe/SoSe	English

Module Coordinator

Prof. Dr. Katharina Rehfeld (Research Methodology and Data Analysis)

Contributing Courses to Module

- Research Methodology and Data Analysis (DLBWPFUD01_E)

Module Exam Type

Module Exam	Split Exam
Study Format: Distance Learning Written Assessment: Case Study	

Weight of Module

see curriculum

Module Contents

- Psychology as an Empirical Science
- Data Collection: Selected Methods for Measuring Psychological Characteristics
- Data Preparation
- Data Analysis: Selected Evaluation Methods

Learning Outcomes

Research Methodology and Data Analysis

On successful completion, students will be able to

- apply empirical methods as a prerequisite for scientifically based psychological research.
- explain current approaches within the area of industrial and organizational-related psychological research and critically evaluate the background of the applied methods.
- write a report according to the standards of the subject, that is, present their findings accurately and in accordance with formal and methodological guidelines.
- apply fundamental methods for psychological data collection and processing.
- analyze data from psychological surveys using presented evaluation methods and correctly interpret the results of these procedures.
- assess and evaluate the advantages and disadvantages or possibilities of empirical methods on the basis of their methodological knowledge.

Links to other Modules within the Study Program	**Links to other Study Programs of the University**
This module is similar to other modules in the field of Methods	All Bachelor Programs in the Business & Management field

Research Methodology and Data Analysis

Course Code: DLBWPFUD01_E

Study Level	Language of Instruction and Examination	Contact Hours	CP	Admission Requirements
BA	English		5	none

Course Description

The content of the course relates to the theory and application of various research methods presented in the context of planning, conducting, evaluating and interpreting psychological questions. First, an overview of fundamental methodological terms and concepts of psychology as an empirical science is provided. In addition, the basics of writing a scientific report, ethical aspects of psychological research and the design of empirical studies will be covered. Subsequently, the most important procedures for data collection, for example observation or psychological tests, will be presented. Furthermore, methods for preparing qualitative and quantitative data in preparation for sound data analysis are explained. Subsequently, the basic statistical skills related to data analysis and evaluation will be deepened. Selected methods from the areas of dimensionality reduction, inferential statistics, mathematical models and evaluation of verbal data (e.g. expert interviews) are covered.

Course Outcomes

On successful completion, students will be able to

- apply empirical methods as a prerequisite for scientifically based psychological research.
- explain current approaches within the area of industrial and organizational-related psychological research and critically evaluate the background of the applied methods.
- write a report according to the standards of the subject, that is, present their findings accurately and in accordance with formal and methodological guidelines.
- apply fundamental methods for psychological data collection and processing.
- analyze data from psychological surveys using presented evaluation methods and correctly interpret the results of these procedures.
- assess and evaluate the advantages and disadvantages or possibilities of empirical methods on the basis of their methodological knowledge.

Contents

1. Psychology as an Empirical Science
   - 1.1 Basic Concepts of Psychological Methodology
   - 1.2 Objectives of Scientific Psychology (Describing, Explaining, Predicting, Changing)
   - 1.3 Differentiation of Qualitative and Quantitative Methods
   - 1.4 Drafting of a Scientific Report
   - 1.5 Aspects of Research Ethics
   - 1.6 Design of Empirical Studies

2. Data Collection: Selected Methods for Measuring Psychological Characteristics
   - 2.1 Observation
   - 2.2 Data Collection in the Context of Surveys (Interviews, Questionnaires)
   - 2.3 Data Collection in the Context of Psychological Tests (Performance Tests, Personality Tests)
   - 2.4 Cognitive Psychology Methods
   - 2.5 Psychophysiological Methods
   - 2.6 Research Methods (Experiment, Quasi-Experiment, Correlative and Population Descriptive Study)

3. Data Preparation
   - 3.1 Definition, Function and Meaning of Data Preparation
   - 3.2 Preparation of Qualitative Data
   - 3.3 Preparation of Quantitative Data

4. Data Analysis: Selected Evaluation Methods
   - 4.1 Descriptive Statistics and Exploratory Data Analysis (e.g. Central Tendency, Dispersion, Correlation, Boxplot, Scatter Plots)
   - 4.2 Dimension Reduction (e.g. Factor Analysis, Cluster Analysis, Multidimensional Scaling)
   - 4.3 Inferential Statistics (e.g. T-Test, Analysis of Variance, Procedures for Nominal and Ordinal Scaled Data)
   - 4.4 Mathematical Models (e.g. Multivariate Methods, Sequential Sampling Models)
   - 4.5 Evaluation of Verbal Data (e.g. Structured Content Analysis, Computer-Aided Methods)

Literature
Compulsory Reading
Further Reading ▪ Donald P. Schwab. (2005). Research Methods for Organizational Studies: Vol. 2nd ed. Psychology Press. ▪ Price, P. (Paul C. (2015). Research methods in psychology. BCcampus, BC Open Textbook Project. ▪ Pracana, C., & Wang, M. (2020). Psychological Applications and Trends 2020. Online Submission. ▪ Leeuw, E. D. de, Hox, J. J., & Dillman, D. A. (2008). International Handbook of Survey Methodology. Lawrence Erlbaum Associates. ▪ Jaber F. Gubrium, James A. Holstein, Amir B. Marvasti, & Karyn D. McKinney. (2012). The SAGE Handbook of Interview Research : The Complexity of the Craft: Vol. 2nd ed. SAGE Publications, Inc. ▪ Eichler, A. & Zapata-Cardona, L. (2016): Empirical Research in Statistics Education. ICME-13 Topical Surveys. Springer, Cham.

Study Format Distance Learning

Study Format	Course Type
Distance Learning	Case Study

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Written Assessment: Case Study

Student Workload					
Self Study	**Contact Hours**	**Tutorial**	**Self Test**	**Independent Study**	**Hours Total**
110 h	0 h	20 h	20 h	0 h	150 h

Instructional Methods	
☐ Learning Sprints®	☐ Review Book
☑ Course Book	☐ Creative Lab
☐ Vodcast	☑ Guideline
☑ Shortcast	☑ Live Tutorium/Course Feed
☑ Audio	☐ Reader
☐ Exam Template	☐ Slides

Implementing Diagnostic Tools

Module Code: DLBAPSIDT

Module Type	Admission Requirements	Study Level	CP	Student Workload
see curriculum	none	BA	5	150 h

Semester / Term	Duration	Regularly offered in	Language of Instruction and Examination
see curriculum	Minimum 1 semester	WiSe/SoSe	English

Module Coordinator

N.N. (Implementing Diagnostic Tools)

Contributing Courses to Module

- Implementing Diagnostic Tools (DLBAPSIDT01)

Module Exam Type

Module Exam	Split Exam
Study Format: Distance Learning Written Assessment: Case Study	

Weight of Module

see curriculum

Module Contents

- Diagnostic Procedure
- Selection of Diagnostic Techniques
- Preparation of Test Reports
- Quality Assurance of Psychological Diagnosis

Learning Outcomes

Implementing Diagnostic Tools

On successful completion, students will be able to

- identify psychological categories of test diagnostics and reproduce their respective constructs and features.
- implement commonly used psychological diagnostic tools.
- interpret diagnostic test results.
- prepare psychological reports.
- assess the quality of psychological tests and use tools for quality enhancement.

Links to other Modules within the Study Program	**Links to other Study Programs of the University**
This module is similar to other modules in the fields of Psychology	All Bachelor Programmes in the Social Sciences fields

Implementing Diagnostic Tools

Course Code: DLBAPSIDT01

Study Level	Language of Instruction and Examination	Contact Hours	CP	Admission Requirements
BA	English		5	none

Course Description

To further the understanding of testing theory and test construction, this course examines the practical implications of psychological diagnostics. Central to the course is the familiarization with different classes of diagnostics. In each case, a range of tools is covered in further detail, covering implementation and interpretation of outcomes. Particular attention is also given to contemporary research findings in the field that help further our understanding of test parameters and assessment for quality.

Course Outcomes

On successful completion, students will be able to

- identify psychological categories of test diagnostics and reproduce their respective constructs and features.
- implement commonly used psychological diagnostic tools.
- interpret diagnostic test results.
- prepare psychological reports.
- assess the quality of psychological tests and use tools for quality enhancement.

Contents

1. Parameters of Psychological Assessments
   - 1.1 Classic and Contemporary Parameters in the Selection of Assessment Tools
   - 1.2 Evaluation of Test Parameters from an Ergonomic Perspective
2. Psychometric Case Diagnostics
   - 2.1 Normalized Test Scores
   - 2.2 Confidence Intervals for Individual Test Scores
   - 2.3 Critical Differences in Individual Scores
   - 2.4 Interpretation of Individual Profiles

3. Psychological Assessment
   - 3.1 Types of Psychological Reports
   - 3.2 Formal Structure of Professional Reports
   - 3.3 Quality Features of Professional Reports
   - 3.4 Selection of Diagnostic Information as Part of the Assessment
   - 3.5 Reliability and Validity of Diagnostic Information in Psychological Assessment

4. Writing a Test Plan
   - 4.1 Single- and Multi-Stage Test Plans
   - 4.2 General Aspects of Test Plans

5. Applied Diagnostics
   - 5.1 Different Types of Performance Tests
   - 5.2 Attention and Focus
   - 5.3 Intelligence Assessment
   - 5.4 Personality Assessment

Literature

Compulsory Reading

Further Reading

- Hogan, T. P. (2019). Psychological testing: A practical introduction (4th ed.). Wiley.
- Miller, L. A., & Lovler R. L. (2018). Foundations of psychological testing: A practical approach (6th ed.). Sage.
- Wright, A. J. (2020). Conducting psychological assessment: A guide for practitioners (2nd ed.). Wiley.

Study Format Distance Learning

Study Format	Course Type
Distance Learning	Case Study

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Written Assessment: Case Study

Student Workload					
Self Study	**Contact Hours**	**Tutorial**	**Self Test**	**Independent Study**	**Hours Total**
110 h	0 h	20 h	20 h	0 h	150 h

Instructional Methods	
☐ Learning Sprints®	☐ Review Book
☑ Course Book	☐ Creative Lab
☐ Vodcast	☑ Guideline
☑ Shortcast	☑ Live Tutorium/Course Feed
☑ Audio	☐ Reader
☐ Exam Template	☑ Slides

DLBAPSIDT01

Clinical Psychology: Mental Disorders

Module Code: DLBPSKPSL_E

Module Type	Admission Requirements	Study Level	CP	Student Workload
see curriculum	none	BA	5	150 h

Semester / Term	Duration	Regularly offered in	Language of Instruction and Examination
see curriculum	Minimum 1 semester	WiSe/SoSe	English

Module Coordinator

N.N. (Clinical Psychology: Mental Disorders)

Contributing Courses to Module

- Clinical Psychology: Mental Disorders (DLBPSKPSL01_E)

Module Exam Type

Module Exam	Split Exam
Study Format: Distance Learning Exam, 90 Minutes	

Weight of Module

see curriculum

Module Contents

- Basics, Definitions
- Paradigms of Clinical Psychology
- Classification and Diagnostics
- Different Mental Disorders

Learning Outcomes

Clinical Psychology: Mental Disorders

On successful completion, students will be able to

- describe and explain the common mental disorders according to their set of criteria.
- connect the interfaces of the basic subjects to the common mental disorders.
- draw on a basic understanding of the different treatment approaches of psychiatric, psychotherapeutic and psychological interventions for these disorders.
- assign a client, on the basis of his symptom description, to a possible psychological illness.

Links to other Modules within the Study Program	**Links to other Study Programs of the University**
This module is similar to other modules in the fields of Psychology	All Bachelor Programs in the Social Sciences fields

Clinical Psychology: Mental Disorders

Course Code: DLBPSKPSL01_E

Study Level	Language of Instruction and Examination	Contact Hours	CP	Admission Requirements
BA	English		5	none

Course Description

The course "Clinical Psychology: Mental Disorders" teaches scientific and practical skills for the detection and treatment of mental disorders. In order to diagnose such disorders, students in this course first gain a comprehensive knowledge of the causes and course of mental disorders. They then acquire a basic knowledge of the most important mental disorders in clinical psychology of adulthood with regard to their diagnostic criteria, so that they are able to recognize and name mental disorders and justify their diagnosis. Links to the relevant contents of the basic psychological subjects are established.Clinical psychology is often equated with psychotherapy. However, clinical psychology also deals with the development and diagnosis of mental disorders, the psychosocial consequences of the illnesses and preventive measures and counselling.

Course Outcomes

On successful completion, students will be able to

- describe and explain the common mental disorders according to their set of criteria.
- connect the interfaces of the basic subjects to the common mental disorders.
- draw on a basic understanding of the different treatment approaches of psychiatric, psychotherapeutic and psychological interventions for these disorders.
- assign a client, on the basis of his symptom description, to a possible psychological illness.

Contents

1. Clinical Psychology I
   - 1.1 Basics and Definitions
   - 1.2 Paradigms of Clinical Psychology
   - 1.3 Classification and Diagnostics
2. Clinical Psychology II
   - 2.1 Trauma- and Stressor-Related Disorders
   - 2.2 Anxiety Disorders
   - 2.3 Affective Disorders and Suicide

3. Clinical Psychology III
   - 3.1 Somatoform and Dissociative Disorders
   - 3.2 Factitious Disorder and Self-Injurious Behavior
   - 3.3 Personality Disorders

4. Clinical Psychology IV
   - 4.1 Substance-related and Addictive Disorders
   - 4.2 Schizophrenia and other Psychotic Disorders

5. Clinical Psychology V
   - 5.1 Eating Disorders
   - 5.2 Dementia and Other Neurocognitive Disorders

Literature

Compulsory Reading

Further Reading

- Hunsley, J. & Lee, C. M. (2021). Introduction to Clinical Psychology: An Evidence-Based Approach (4th ed.). Wiley.
- Davey, G., Lake, N., & Whittington, A. (Eds.). (2021). Clinical Psychology (3rd ed.) Routledge.
- Kring, A. M., & Johnson, S. L. (2021). Abnormal Psychology: The Science and Treatment of Psychological Disorders (15th ed.) Wiley.
- American Psychiatric Association (2013). Diagnostic and Statistical Manual of Mental Disorders : DSM-5. American Psychiatric Publishing.

Study Format Distance Learning

Study Format	Course Type
Distance Learning	Online Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Exam, 90 Minutes

Student Workload					
Self Study	**Contact Hours**	**Tutorial**	**Self Test**	**Independent Study**	**Hours Total**
90 h	0 h	30 h	30 h	0 h	150 h

Instructional Methods	
☐ Learning Sprints®	☐ Review Book
☑ Course Book	☐ Creative Lab
☐ Vodcast	☐ Guideline
☑ Shortcast	☑ Live Tutorium/Course Feed
☑ Audio	☐ Reader
☑ Exam Template	☑ Slides

DLBPSKPSL01_E

Basics of Occupational and Organisational and Educational Psychology

Module Code: DLBPSGAF_E

Module Type	Admission Requirements	Study Level	CP	Student Workload
see curriculum	none	BA	5	150 h

Semester / Term	Duration	Regularly offered in	Language of Instruction and Examination
see curriculum	Minimum 1 semester	WiSe/SoSe	English

Module Coordinator

N.N. (Basics of Occupational and Organisational and Educational Psychology)

Contributing Courses to Module

- Basics of Occupational and Organisational and Educational Psychology (DLBPSGAF01_E)

Module Exam Type

Module Exam	Split Exam
Study Format: Distance Learning Exam, 90 Minutes	

Weight of Module

see curriculum

Module Contents

- Basics of Occupational and Organizational Psychology
- Application-related Basics of Occupational and Organizational Psychology
- Basics of Educational Psychology
- Application-related Basics of Educational Psychology
- School as a Workplace

Learning Outcomes

Basics of Occupational and Organisational and Educational Psychology

On successful completion, students will be able to

- recognize the importance of human images for psychology in general and for Occupational and Organizational psychology in particular.
- situate Occupational and Organizational and educational psychology in the context of psychology.
- understand the topics "leadership in companies" as well as "work and health" in their origin, meaning and influence.
- recognize different individual learning trajectories and learning disorders and identify appropriate to derive measures for the corresponding diagnostic process from this.
- objectively record student performance in order to assess or quantify individual learning disabilities.

Links to other Modules within the Study Program	**Links to other Study Programs of the University**
This module is similar to other modules in the field of Psychology	All Bachelor Programs in the Social Sciences fields

Basics of Occupational and Organisational and Educational Psychology

Course Code: DLBPSGAF01_E

Study Level	Language of Instruction and Examination	Contact Hours	CP	Admission Requirements
BA	English		5	none

Course Description

In the first part of the course, professional images of man are first presented throughout history, the consequences of which have intensively shaped and determined work and organizations at their respective times. Subsequently, the two significant topics "leadership" and "work and health" are discussed in detail. In the second part of the course, in addition to general principles of educational psychology, the focus is on the learning environment "school" within the application subject. Here, everyday psychological problem areas are focused on from the students' perspective. These include individual learning differences at school, special learning requirements as well as bullying among students. Finally, the connection between the two parts of the course is established.

Course Outcomes

On successful completion, students will be able to

- recognize the importance of human images for psychology in general and for Occupational and Organizational psychology in particular.
- situate Occupational and Organizational and educational psychology in the context of psychology.
- understand the topics "leadership in companies" as well as "work and health" in their origin, meaning and influence.
- recognize different individual learning trajectories and learning disorders and identify appropriate to derive measures for the corresponding diagnostic process from this.
- objectively record student performance in order to assess or quantify individual learning disabilities.

Contents

1. Basics Occupational and Organizational Psychology
   - 1.1 Subject Area of Occupational and Organizational Psychology
   - 1.2 Models of human behavior in an organization

2. Application-Related Basics of Occupational and Organizational Psychology
   - 2.1 Leadership
   - 2.2 Work and Health

3. Basics of Educational Psychology
   - 3.1 Subject Area of Educational Psychology
   - 3.2 History of Educational Psychology
   - 3.3 Educational Psychology in The Canon of Psychological Subjects

4. Application-Related Basics of Educational Psychology
   - 4.1 Individual Learning Differences in School
   - 4.2 Recording of Performance and Grading in School
   - 4.3 Bullying Among Students

5. School as A Workplace
   - 5.1 Synergy Effects of Occupational and Organizational and Educational Psychology in The Context of Schools
   - 5.2 Stresses and Strains in The Teaching Profession
   - 5.3 Classroom-management

Literature

Compulsory Reading

Further Reading

- Levy, P.E. (2020): Industrial/Organizational Psychology: Understanding the workplace. Worth Publishers, New York.
- Slavin, R.E. (2018): Educational Psychology: Theory and Practice. Pearson, New York.
- Spector, P.E. (2021): Industrial and Organizational Psychology. Research and Practice. John Wiley and Sons, Hoboken.
- Woolfolk, A. (2018): Educational Psychology. Pearson, Upper Saddle River.

Study Format Distance Learning

Study Format	Course Type
Distance Learning	Online Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Exam, 90 Minutes

Student Workload					
Self Study	**Contact Hours**	**Tutorial**	**Self Test**	**Independent Study**	**Hours Total**
90 h	0 h	30 h	30 h	0 h	150 h

Instructional Methods	
☐ Learning Sprints®	☐ Review Book
☑ Course Book	☐ Creative Lab
☐ Vodcast	☐ Guideline
☑ Shortcast	☑ Live Tutorium/Course Feed
☑ Audio	☐ Reader
☑ Exam Template	☑ Slides

DLBPSGAF01_E

4. Semester

Intercultural Psychology

Module Code: DLBWPIPS_E

Module Type	Admission Requirements	Study Level	CP	Student Workload
see curriculum	none	BA	5	150 h

Semester / Term	Duration	Regularly offered in	Language of Instruction and Examination
see curriculum	Minimum 1 semester	WiSe/SoSe	English

Module Coordinator

Prof. Dr. Heike Schiebeck (Intercultural Psychology)

Contributing Courses to Module

- Intercultural Psychology (DLBWPIPS01_E)

Module Exam Type

Module Exam	Split Exam
Study Format: myStudies Exam, 90 Minutes Study Format: Distance Learning Exam, 90 Minutes	

Weight of Module

see curriculum

Module Contents

- Introduction to intercultural psychology and cultural psychology
- Intercultural Management
- Diversity Management as a scope of application of intercultural management
- Values in the context of intercultural management
- Intercultural communication
- Intercultural marketing
- Intercultural trainings

Learning Outcomes

Intercultural Psychology

On successful completion, students will be able to

- take a differentiated view of the concept of culture.
- explain the methodological approaches to intercultural psychology and cultural psychology.
- deal with culture-specific behavior in a reflective manner and to react to it adequately.
- take into account the increasing importance of considering intercultural differences in a globalized world of work and life in their everyday professional life.
- understand both your own and foreign cultures.
- analyze communication and marketing messages as well as training programs for their intercultural meaning and impact.
- explain and justify the importance of a value-oriented corporate alignment.

Links to other Modules within the Study Program	**Links to other Study Programs of the University**
This module is similar to other modules in the field of Psychology	All Bachelor Programs in the Social Sciences field

Intercultural Psychology

Course Code: DLBWPIPS01_E

Study Level	Language of Instruction and Examination	Contact Hours	CP	Admission Requirements
BA	English		5	none

Course Description

In a globalized working world, international meetings, cooperation and activities have become a matter of course. In most cases, these encounters between culturally different people are successful and satisfying for both sides. However, it is not uncommon for critical situations to arise in which the behavior of the other person is seen as threatening, inappropriate or useless and does not meet one's own expectations.In this course, students learn to understand and react appropriately to cultural differences and to deal with them in situations relevant to their jobs. The areas of intercultural differences, specifics and cooperation in intercultural teams and organizations are addressed, as well as the orientation of advertising communication in different cultural contexts.After a presentation of the different approaches of psychology as Intercultural Psychology, Cultural Psychology and Cultural Psychology and the culture-specific research, practice-relevant topics such as Intercultural Management, Intercultural Marketing and Intercultural Training will be addressed.Particular attention is paid to the areas of diversity management and value management in the corporate environment.

Course Outcomes

On successful completion, students will be able to

- take a differentiated view of the concept of culture.
- explain the methodological approaches to intercultural psychology and cultural psychology.
- deal with culture-specific behavior in a reflective manner and to react to it adequately.
- take into account the increasing importance of considering intercultural differences in a globalized world of work and life in their everyday professional life.
- understand both your own and foreign cultures.
- analyze communication and marketing messages as well as training programs for their intercultural meaning and impact.
- explain and justify the importance of a value-oriented corporate alignment.

Contents

1. Introduction to Intercultural and Cultural Psychology
   - 1.1 Concepts and Definitions of Culture
   - 1.2 Cultural Dimensions as Comparison Categories
   - 1.3 Distinction between Different Subject Areas in Research and Application
   - 1.4 Research Approaches and Methods

2. Intercultural Management
   - 2.1 Role, Influential Factors, and Requirements of Intercultural Management
   - 2.2 Organizational Culture

3. Diversity Management
   - 3.1 Definitions and Concepts
   - 3.2 Introduction of Diversity Management in Organizations
   - 3.3 Chances and Challenges

4. Values in the Context of Intercultural Management
   - 4.1 Values Relevance in Society
   - 4.2 Values in the Context of Organizations

5. Intercultural Communication
   - 5.1 Challenges and Specifics of Intercultural Communication
   - 5.2 Intercultural Differences in Communication Styles
   - 5.3 Becoming a Culturally Competent Communicator

6. Intercultural Marketing
   - 6.1 Definitions and Assessment Tools
   - 6.2 Intercultural Marketing Strategies and Concepts

7. Intercultural Training
   - 7.1 Concepts of Cultural Competence in Education and Research
   - 7.2 Developing Intercultural Competencies

Literature

Compulsory Reading

Further Reading

- Guimarães, D. S. (2020): Dialogical Multiplication - Principles for an Indigenous Psychology. Springer Nature, Cham.
- Matsumoto, D./ Juang, L. (2020): Culture and Psychology. 6th edition, Cengage Learning, Boston, MA.
- Wen Li, W./ Darrin Hodgetts, D. /Koong Hean Foo, K. (Eds.) (2019): Asia-Pacific Perspectives on Intercultural Psychology. Routledge, New York City, NY.

Study Format myStudies

Study Format	Course Type
myStudies	Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Exam, 90 Minutes

Student Workload					
Self Study	**Contact Hours**	**Tutorial**	**Self Test**	**Independent Study**	**Hours Total**
90 h	0 h	30 h	30 h	0 h	150 h

Instructional Methods	
☐ Learning Sprints®	☐ Review Book
☑ Course Book	☐ Creative Lab
☐ Vodcast	☐ Guideline
☑ Shortcast	☑ Live Tutorium/Course Feed
☑ Audio	☐ Reader
☑ Exam Template	☑ Slides

Study Format Distance Learning

Study Format	**Course Type**
Distance Learning	Online Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Exam, 90 Minutes

Student Workload					
Self Study	**Contact Hours**	**Tutorial**	**Self Test**	**Independent Study**	**Hours Total**
90 h	0 h	30 h	30 h	0 h	150 h

Instructional Methods	
☐ Learning Sprints®	☐ Review Book
☑ Course Book	☐ Creative Lab
☐ Vodcast	☐ Guideline
☑ Shortcast	☑ Live Tutorium/Course Feed
☑ Audio	☐ Reader
☑ Exam Template	☑ Slides

Collaborative Work

Module Code: DLBCSCW

Module Type	Admission Requirements	Study Level	CP	Student Workload
see curriculum	none	BA	5	150 h

Semester / Term	Duration	Regularly offered in	Language of Instruction and Examination
see curriculum	Minimum 1 semester	WiSe/SoSe	English

Module Coordinator

Prof. Dr. Karin Halbritter (Collaborative Work)

Contributing Courses to Module

- Collaborative Work (DLBCSCW01)

Module Exam Type

Module Exam	Split Exam
Study Format: myStudies Oral Assignment Study Format: Distance Learning Oral Assignment	

Weight of Module

see curriculum

Module Contents

- Self-Directed and Collaborative Learning
- Networking and Cooperation
- Performance in (Virtual) Teams
- Communication, Arguments, and Being Convincing
- Potentials for Conflict and Managing Conflicts
- Self-Management and Personal Skills

Learning Outcomes

Collaborative Work

On successful completion, students will be able to

- design their own learning processes both self-directed and collaborative with analog and digital media.
- initiate face-to-face and virtual cooperation and select suitable methods for shaping collaboration even in an intercultural context and across disciplinary boundaries.
- assess different forms of communication in relation to the goals and requirements of different situations and to reflect on their own communication and argumentation behavior in order to be able to shape conducive collaboration also in an interdisciplinary context.
- recognize social diversity including cultural and professional differences as a value, and to name and apply tools to deal with them constructively.
- explain conflict potentials and the role of emotions in conflicts and to describe the use of systemic methods in the target- and solution-oriented handling of conflicts.
- analyze one's own resources, present methods of self-leadership and self-motivation, and derive appropriate strategies.

Links to other Modules within the Study Program	**Links to other Study Programs of the University**
This module is similar to other modules in the fields of Business Administration & Management	All Bachelor Programmes in the Business & Management fields

Collaborative Work

Course Code: DLBCSCW01

Study Level	Language of Instruction and Examination	Contact Hours	CP	Admission Requirements
BA	English		5	none

Course Description

The course supports the students in building up and expanding important interdisciplinary competences for our networked world, and in doing so, students can take advantage of the opportunities for constructive cooperation with others. It presents essential forms and design possibilities of collaborative learning and working, imparts basic knowledge and tools for self-managed, flexible, and creative thinking, learning and acting and familiarizes students with the topics of empathy and emotional intelligence. Students are also encouraged to use the course contents. In this way, they promote their autonomous competence to act and their competence in the interactive application of tools and in interacting in heterogeneous groups.

Course Outcomes

On successful completion, students will be able to

- design their own learning processes both self-directed and collaborative with analog and digital media.
- initiate face-to-face and virtual cooperation and select suitable methods for shaping collaboration even in an intercultural context and across disciplinary boundaries.
- assess different forms of communication in relation to the goals and requirements of different situations and to reflect on their own communication and argumentation behavior in order to be able to shape conducive collaboration also in an interdisciplinary context.
- recognize social diversity including cultural and professional differences as a value, and to name and apply tools to deal with them constructively.
- explain conflict potentials and the role of emotions in conflicts and to describe the use of systemic methods in the target- and solution-oriented handling of conflicts.
- analyze one's own resources, present methods of self-leadership and self-motivation, and derive appropriate strategies.

Contents

1. Learning for a Networked World in a Networked World
   - 1.1 Requirements and Opportunities of the VUCA World
   - 1.2 Learning, Information, and Dealing with Knowledge and Ignorance
   - 1.3 C-Model: Collective – Collaborative – Continuous – Connected
   - 1.4 Checking Your Own Learning Behaviour

2. Networking and Cooperation
   - 2.1 Finding and Winning Suitable Cooperation Partners
   - 2.2 Sustainable Relationships: Digital Interaction and Building Trust
   - 2.3 Collaboration: Organizing Locally and Virtually and Using Media
   - 2.4 Social Learning: Agile, Collaborative, and Mobile Planning of Learning Processes

3. Performance in (Virtual) Teams
   - 3.1 Goals, Roles, Organization and Performance Measurement
   - 3.2 Team Building and Team Flow
   - 3.3 Scrum as a Framework for Agile Project Management
   - 3.4 Design Thinking, Kanban, Planning Poker, Working-in-Progress-Limits & Co

4. Communicate and Convince
   - 4.1 Communication as Social Interaction
   - 4.2 Language, Images, Metaphors, and Stories
   - 4.3 It's the Attitude that Counts: Open, Empathetic, and Appreciative Communication
   - 4.4 Listen Actively - Argue - Convince - Motivate
   - 4.5 Analyze Your Own Conversational and Argumentational Skills

5. Recognize Conflict Potentials - Handle Conflicts - Negotiate Effectively
   - 5.1 Respecting Diversity - Seizing Opportunities
   - 5.2 Developing Empathy for Yourself and Others
   - 5.3 Systemic Work Solutions and Reframing
   - 5.4 Negotiate Constructively: Finding Clear Words - Interests Instead of Positions

6. Realize Your Own Projects
   - 6.1 Set Goals Effectively - Focus - Reflect
   - 6.2 The Agile Use of One's Own Time
   - 6.3 (Self-)Coaching and Inner Team
   - 6.4 Strategies and Methods for Self-Management and Self-Motivation

7. Mobilize Your Resources
   - 7.1 Recognizing Resources - Regulating Emotions
   - 7.2 Reflection and Innovation - Lateral Thinking and Creativity
   - 7.3 Transfer Strength and Willpower: Analyzing and Controlling Condition Factors

Literature

Compulsory Reading

Further Reading

- Baber, A., Waymon, L., Alphonso, A., & Wylde, J. (2015): Strategic connections. The new face of networking in a collaborative world. New York: AMACOM.
- Boulton, J. G., Allen, P. M., & Bowman, C. (2015): Embracing complexity. Strategic perspectives for an age of turbulence. 1. ed. Oxford: Oxford Univ. Press.
- Chang, B., & Kang, H. (2016): Challenges facing group work online. In: Distance Education 37 (1), S. 73–88. DOI: 10.1080/01587919.2016.1154781.
- Duhigg, C. (2013): The power of habit. Why we do what we do and how to change. London: Random House Books.
- Fisher, R., & Ury, W. (2012): Getting to yes. Negotiating an agreement without giving in. Updated and rev., 3. ed. London: Random House Business Books.
- Kaats, E., & Opheij, W. (2014): Creating conditions for promising collaboration. Alliances, networks, chains, strategic partnerships. Berlin, Heidelberg, s.l.: Springer Berlin Heidelberg (SpringerBriefs in Business).
- Martin, S. J., Goldstein, N. J., & Cialdini, R. B. (2015). The small BIG: Small changes that spark BIG influence. London, England: Profile Books.
- Oettingen, G. (2014). Rethinking positive thinking: Inside the new science of motivation. New York, NY: Current.

Study Format myStudies

Study Format	Course Type
myStudies	Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Oral Assignment

Student Workload					
Self Study	**Contact Hours**	**Tutorial**	**Self Test**	**Independent Study**	**Hours Total**
110 h	0 h	20 h	20 h	0 h	150 h

Instructional Methods	
☐ Learning Sprints®	☐ Review Book
☑ Course Book	☐ Creative Lab
☐ Vodcast	☑ Guideline
☑ Shortcast	☐ Live Tutorium/Course Feed
☑ Audio	☐ Reader
☐ Exam Template	☑ Slides

Study Format Distance Learning

Study Format	Course Type
Distance Learning	Online Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Oral Assignment

Student Workload					
Self Study	**Contact Hours**	**Tutorial**	**Self Test**	**Independent Study**	**Hours Total**
110 h	0 h	20 h	20 h	0 h	150 h

Instructional Methods	
☐ Learning Sprints®	☐ Review Book
☑ Course Book	☐ Creative Lab
☐ Vodcast	☑ Guideline
☑ Shortcast	☐ Live Tutorium/Course Feed
☑ Audio	☐ Reader
☐ Exam Template	☑ Slides

Seminar: Methods of Individual and Group Counseling

Module Code: DLBPGWB2_E

Module Type	Admission Requirements	Study Level	CP	Student Workload
see curriculum	none	BA	5	150 h

Semester / Term	Duration	Regularly offered in	Language of Instruction and Examination
see curriculum	Minimaldauer: 1 Semester	WiSe/SoSe	English

Module Coordinator

N.N. (Seminar: Methods of Individual and Group Counseling)

Contributing Courses to Module

- Seminar: Methods of Individual and Group Counseling (DLBPGWB02_E)

Module Exam Type

Module Exam	Split Exam
Study Format: Distance Learning Written Assessment: Research Essay	

Weight of Module

see curriculum

Module Contents

The seminar deals with the topic of counselling in single and group settings. The focus is on the procedures in counselling processes in individual and group situations.

Learning Outcomes

Seminar: Methods of Individual and Group Counseling

On successful completion, students will be able to

- identify the difference between individual and group counseling.
- understand the difference to giving therapy.
- make a distinction between the educational contexts in which counseling takes place.
- remember the most important features of a counselling process.
- carry out a consultation process.
- use different methodological approaches in counselling.

Links to other Modules within the Study Program	**Links to other Study Programs of the University**
This module is similar to other modules in the fields of Psychology	All Bachelor Programs in the Social Sciences fields

Seminar: Methods of Individual and Group Counseling

Course Code: DLBPGWB02_E

Study Level	Language of Instruction and Examination	Contact Hours	CP	Admission Requirements
BA	English		5	none

Course Description

The seminar "Methods of Single and Group Counseling" first introduces the topic of counselling as a core task of pedagogical action. Here, the seminar illuminates counselling in the different contexts (psychological counselling, psychosocial counselling, pedagogical counselling, etc.) and conveys the basics of counselling activities.Further, the difference between individual and group counselling is discussed. Here the students get to know different methods, e.g. collegial consultation in the context of individual and group counselling. Finally, the students learn about the different pedagogical fields in which counselling takes place.

Course Outcomes

On successful completion, students will be able to

- identify the difference between individual and group counseling.
- understand the difference to giving therapy.
- make a distinction between the educational contexts in which counseling takes place.
- remember the most important features of a counselling process.
- carry out a consultation process.
- use different methodological approaches in counselling.

Contents

- The seminar "Methods of Single and Group Counseling" first illuminates the concept of counselling from the perspective of different disciplines (psychological counselling, socio-psychological counselling and educational counselling). In the next step, the seminar distinguishes between individual counselling and group counselling. In single counselling, the focus is on the basics of the practical implementation of counselling, as well as a differentiation from therapy. In group counselling, the focus is on the definition of "group", the different perspectives of a group, as well as group dynamics. In both forms of counselling, different methods of counselling are presented, e.g. solution-focused counseling or person-centered counselling. Finally, the seminar highlights counselling in different pedagogical settings (school, social education, special education, adult education and further education).

Literature
Compulsory Reading
Further Reading ▪ Cowie, H./Pecherek, A. (2017): Counselling: Approaches and Issues in Education. David Fulton Publishers. London. ▪ Jacobs, E.E., Schimmel, Harvill, R.L, Masson R.L. (2015): Group Counseling: Strategies and Skills. Cengage Learning. Boston. ▪ Kenneth, K (2017): Basic Counselling Skills: A Student Guide. Counsellor Tutor Ltd. Warrington. ▪ Merry, T./Haugh, S. (2020): Learning and Being in Person-Centred Counselling. PCCS Books. Monmouth. ▪ Steward, W./Sutton, J. (2017): Learning To Counsel: How to develop the skills, insight and knowledge to counsel others. Robinson. London ▪ Stillebacher, M. (2020): Solution-oriented work in the learning aid: Learning coaching with the help of the solution-oriented approach and motivating conversation. Sciencia Scripts. Mauritius.

Study Format Distance Learning

Study Format	Course Type
Distance Learning	Seminar

Information about the examination	
Examination Admission Requirements	**BOLK:** no **Course Evaluation:** no
Type of Exam	Written Assessment: Research Essay

Student Workload					
Self Study	**Contact Hours**	**Tutorial**	**Self Test**	**Independent Study**	**Hours Total**
120 h	0 h	30 h	0 h	0 h	150 h

Instructional Methods	
☐ Learning Sprints®	☐ Review Book
☐ Course Book	☐ Creative Lab
☐ Vodcast	☑ Guideline
☐ Shortcast	☐ Live Tutorium/Course Feed
☐ Audio	☐ Reader
☐ Exam Template	☑ Slides

Health and Prevention

Module Code: DLGGUP_E

Module Type	Admission Requirements	Study Level	CP	Student Workload
see curriculum	none	BA	5	150 h

Semester / Term	Duration	Regularly offered in	Language of Instruction and Examination
see curriculum	Minimum 1 semester	WiSe/SoSe	English

Module Coordinator

N.N. (Health and Prevention)

Contributing Courses to Module

- Health and Prevention (DLGGUP01_E)

Module Exam Type

Module Exam	Split Exam
Study Format: Distance Learning Exam, 90 Minutes	

Weight of Module

see curriculum

Module Contents

- Theoretical Foundations of Health Promotion and Prevention
- Evaluation of Prevention and Health Promotion
- Institutions of Health Promotion in Germany
- Specific Approaches of Prevention based on Selected Diseases

Learning Outcomes

Health and Prevention

On successful completion, students will be able to

- explain the theoretical basis of health promotion and prevention.
- describe prevention approaches and their evaluation.
- provide an overview of important health promotion institutions.
- reflect specific preventive approaches to avoid selected diseases (respiratory diseases, cancers, cardiovascular diseases, skin diseases, infectious diseases, mental diseases).

Links to other Modules within the Study Program	**Links to other Study Programs of the University**
This module is similar to other modules in the fields of Health Science	All Bachelor Programs in the Health Affairs fields

Health and Prevention

Course Code: DLGGUP01_E

Study Level	Language of Instruction and Examination	Contact Hours	CP	Admission Requirements
BA	English		5	none

Course Description

This course deals with theories and methods of health promotion and prevention, as well as approaches to the evaluation of corresponding measures. The focus is on approaches of primary, secondary and tertiary prevention regarding origin, development and manifestation of common diseases. Students acquire theoretical knowledge about the recognition, assessment and measurement of health risks and get to know the basics of application of possible prevention instruments. In addition, the tasks of institutions relevant to prevention in the health system are dealt with.

Course Outcomes

On successful completion, students will be able to

- explain the theoretical basis of health promotion and prevention.
- describe prevention approaches and their evaluation.
- provide an overview of important health promotion institutions.
- reflect specific preventive approaches to avoid selected diseases (respiratory diseases, cancers, cardiovascular diseases, skin diseases, infectious diseases, mental diseases).

Contents

1. Introduction to Prevention and Health Promotion
   - 1.1 What Do We Mean by Health Promotion and Prevention?
   - 1.2 Theoretical Foundations of Ideas on Health Promotion and Prevention
   - 1.3 Chronic Diseases
   - 1.4 Evaluation of Prevention and Health Promotion
   - 1.5 Institutions in Germany
2. Prevention of Respiratory Diseases Using the Example of COPD
   - 2.1 Respiration and Respiratory Diseases
   - 2.2 COPD
   - 2.3 Prevention Through Smoking Cessation

3. Prevention of Cancer Using the Example of Colorectal Cancer
   - 3.1 The Gastrointestinal Tract and Its Malignant Diseases
   - 3.2 Colon Cancer
   - 3.3 Prevention of Colon Carcinoma

4. Prevention of Cardiovascular Diseases Using the Example of the Metabolic Syndrome
   - 4.1 The Metabolic Syndrome
   - 4.2 Therapy of the Metabolic Syndrome
   - 4.3 Prevention of the Metabolic Syndrome

5. Prevention of Skin Diseases Using the Example of Chronic Hand Eczema
   - 5.1 The Skin and Hand Eczema
   - 5.2 Symptoms and Therapy of Chronic Hand Eczema
   - 5.3 Prevention of Chronic Hand Eczema

6. Prevention of Infectious Diseases Using the Example of HIV
   - 6.1 Basics of Infections and HIV
   - 6.2 HIV
   - 6.3 Prevention of HIV

7. Prevention of Mental Illness Using the Example of Depression
   - 7.1 Basics
   - 7.2 Symptoms and Therapy
   - 7.3 Prevention of Depression

Literature

Compulsory Reading

Further Reading

- Herlihy, B. (2021): The Human Body in Health and Illness. 7th Edition, Elsevier, Amsterdam
- Thompson, C.R. (2014): Prevention Practice and Health Promotion – A Health Care Professional's Guide to Health, Fitness, and Wellness. 2nd Edition, Slack Incoporated, Thorofare
- Marks, D.F./Murray M./Estacio E.V. (2021): Health Psychology: Theory, Research, and Practice. 6th Edition, SAGE, Los Angeles
- Nettleton, S. (2021): The Sociology of Health and Illness. 4th Edition, Polity Press, Cambridge

Study Format Distance Learning

Study Format	Course Type
Distance Learning	Online Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Exam, 90 Minutes

Student Workload					
Self Study	**Contact Hours**	**Tutorial**	**Self Test**	**Independent Study**	**Hours Total**
90 h	0 h	30 h	30 h	0 h	150 h

Instructional Methods	
☐ Learning Sprints®	☐ Review Book
☑ Course Book	☐ Creative Lab
☐ Vodcast	☐ Guideline
☑ Shortcast	☑ Live Tutorium/Course Feed
☑ Audio	☐ Reader
☑ Exam Template	☑ Slides

DLGGUP01_E

Project: Communication for Practical Problem Solving

Module Code: DLBKPSPKPP_E

Module Type	Admission Requirements	Study Level	CP	Student Workload
see curriculum	none	BA	5	150 h

Semester / Term	Duration	Regularly offered in	Language of Instruction and Examination
see curriculum	Minimum 1 semester	WiSe/SoSe	English

Module Coordinator

Prof. Dr. Christoph Böhmert (Project: Communication for Practical Problem Solving)

Contributing Courses to Module

- Project: Communication for Practical Problem Solving (DLBKPSPKPP01_E)

Module Exam Type

Module Exam	Split Exam
Study Format: Distance Learning Oral Project Report	

Weight of Module

see curriculum

Module Contents

This course is about the differentiation of different types of problems and about solution strategies for complex factual problems in a multi-person context. These are concretely applied and critically reflected on using case studies. An up-to-date list of topics can be found in the Learning Management System.

Learning Outcomes **Project: Communication for Practical Problem Solving** On successful completion, students will be able to ▪ define problems. ▪ identify the processes and skills of problem solving. ▪ understand techniques for solving factual problems. ▪ systematically solve a practical problem.	
Links to other Modules within the Study Program This module is similar to other modules in the field of Psychology	**Links to other Study Programs of the University** All Bachelor Programs in the Social Sciences field

Project: Communication for Practical Problem Solving

Course Code: DLBKPSPKPP01_E

Study Level	Language of Instruction and Examination	Contact Hours	CP	Admission Requirements
BA	English		5	none

Course Description

Not only social problems, but also factual problems are often based on a lack of communication: For example, a machine in the company may suddenly stop working because an employee has turned a switch and does not admit it. Instead of time-consuming technical analyses, goal-oriented communication can motivate employees to find the truth and thus save considerable costs. The goal of this course is to show how practical problems can be solved through systematic communication techniques. Using case studies, students will practice how to approach practical problem situations in a standardized manner and lead them to a solution.

Course Outcomes

On successful completion, students will be able to

- define problems.
- identify the processes and skills of problem solving.
- understand techniques for solving factual problems.
- systematically solve a practical problem.

Contents

- First, students are sensitized to differentiate between various types of problems such as factual problems, relationship problems, technical problems or complex problems. From a psychological perspective, mental problem-solving processes and strategies as well as processes of decision-making and creativity are considered. The focus is then specifically on models for solving complex problems such as the model for complex problem solving according to Frensch and Funke or the model of action regulation according to Dörner. Finally, after a model for psychological-practical problem solving, a scheme is presented how factual problems can be solved in a standardized way - and through goal-oriented communication. The approach is tested and critically reflected by the students based on case studies.

Literature
Compulsory Reading
Further Reading ▪ Davidson, J. E. & Sternberg, R.J. (Eds.) (2003): The Psychology of Problem Solving. Cambridge University Press, Cambridge. ▪ Frensch, P.A. & Funke, J. (1995). Complex Problem Solving – The European Perspective. Psychology Press, New York. ▪ Spitzer, Q. (1997): Heads you win! How the best companies think. Simon & Schuster, New York.

Study Format Distance Learning

Study Format	Course Type
Distance Learning	Project

Information about the examination	
Examination Admission Requirements	**BOLK:** no **Course Evaluation:** no
Type of Exam	Oral Project Report

Student Workload					
Self Study	**Contact Hours**	**Tutorial**	**Self Test**	**Independent Study**	**Hours Total**
120 h	0 h	30 h	0 h	0 h	150 h

Instructional Methods	
☐ Learning Sprints®	☐ Review Book
☐ Course Book	☐ Creative Lab
☐ Vodcast	☑ Guideline
☐ Shortcast	☐ Live Tutorium/Course Feed
☐ Audio	☐ Reader
☐ Exam Template	☑ Slides

DLBKPSPKPP01_E

Empirical Social Research

Module Code: DLBPSESF_E

Module Type	Admission Requirements	Study Level	CP	Student Workload
see curriculum	none	BA	5	150 h

Semester / Term	Duration	Regularly offered in	Language of Instruction and Examination
see curriculum	Minimum 1 semester	WiSe/SoSe	English

Module Coordinator

N.N. (Empirical Social Research)

Contributing Courses to Module

- Empirical Social Research (DLBPSESF01_E)

Module Exam Type

Module Exam	Split Exam
Study Format: Distance Learning Written Assessment: Written Assignment	

Weight of Module

see curriculum

Module Contents

- Drawing Hypotheses from Literature Trial Designs
- Random and Other Samples
- Survey Methods
- Questionnaire Construction
- Methodological Aspects of Online Questionnaires
- Questionnaire Implementation

Learning Outcomes

Empirical Social Research

On successful completion, students will be able to

- design and realize survey studies.
- apply and provide arguments for sampling selection procedures.
- understand and select different survey methods according to the research question.
- operationalize theoretical constructs.
- describe methodological aspects of digital research methods and use them specifically.
- draw conclusions based on methodological choices.

Links to other Modules within the Study Program	**Links to other Study Programs of the University**
This module is similar to other modules in the fields of Psychology	All Bachelor Programs in the Social Sciences fields

Empirical Social Research

Course Code: DLBPSESF01_E

Study Level	Language of Instruction and Examination	Contact Hours	CP	Admission Requirements
BA	English			none

Course Description

The aim of this course is to expand students' knowledge in the field of empirical, survey-based social research. The course therefore deepens knowledge in the areas of research planning and operationalization, presents selection procedures for partial surveys and samples and deals with procedures for pretests. The core of the course relates to the concrete design of survey instruments, their use, and their significance in terms of drawing conclusions from the resulting data.

Course Outcomes

On successful completion, students will be able to

- design and realize survey studies.
- apply and provide arguments for sampling selection procedures.
- understand and select different survey methods according to the research question.
- operationalize theoretical constructs.
- describe methodological aspects of digital research methods and use them specifically.
- draw conclusions based on methodological choices.

Contents

1. From Literature to Hypothesis
   - 1.1 Databases and Articles
   - 1.2 New Findings, Replication or Review?
   - 1.3 Research Questions and Hypotheses
2. Design of Experiments
   - 2.1 Ethics Application
   - 2.2 Data Protection
   - 2.3 Analyses of Existing Data Sets
   - 2.4 Pre-Registration
3. Samples
   - 3.1 Random Samples
   - 3.2 Other Samples

4. Survey Methods
   - 4.1 Structured Interview
   - 4.2 Paper and pencil survey
   - 4.3 Online Survey

5. Questionnaire Construction
   - 5.1 Theoretical Constructs and Operationalization
   - 5.2 Level of measurement
   - 5.3 Wording of Items
   - 5.4 Sequence Effects
   - 5.5 Other Topics

6. Online Questionnaire
   - 6.1 UX
   - 6.2 Online Response Formats
   - 6.3 Online Layout
   - 6.4 A/B Testing
   - 6.5 Other Topics

7. Questionnaire Implementation
   - 7.1 Software Packages and Handling
   - 7.2 Codebook for Variables
   - 7.3 First Pretest: Test of the Infrastructure
   - 7.4 Second Pretest: Test of the Contents

Literature

Compulsory Reading

Further Reading

- Clark, T./Foster, L./Sloan, L./Bryman, A. (2021): Social Research Methods. 6th Edition. Oxford University Press, Oxford.
- Lane, S./Raymond, M.R./Haladyna, T.M. (Eds.) (2015): Handbook of Test Development. 2nd Edition. Routledge, New York.
- Trochim, W./Donnelly, J., Arora, K. (2015): Research Methods: The Essential Knowledge Base. 2nd Edition. Cengage Learning, Boston.

Study Format Distance Learning

Study Format	Course Type
Distance Learning	Online Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Written Assessment: Written Assignment

Student Workload					
Self Study	**Contact Hours**	**Tutorial**	**Self Test**	**Independent Study**	**Hours Total**
110 h	0 h	20 h	20 h	0 h	150 h

Instructional Methods	
☐ Learning Sprints®	☐ Review Book
☐ Course Book	☐ Creative Lab
☐ Vodcast	☑ Guideline
☐ Shortcast	☑ Live Tutorium/Course Feed
☐ Audio	☐ Reader
☐ Exam Template	☑ Slides

DLBPSESF01_E

5. Semester

Conflict Management and Mediation

Module Code: DLBWPKUM_E

Module Type	Admission Requirements	Study Level	CP	Student Workload
see curriculum	none	BA	5	150 h

Semester / Term	Duration	Regularly offered in	Language of Instruction and Examination
see curriculum	Minimum 1 semester	WiSe/SoSe	English

Module Coordinator

N.N. (Conflict Management and Mediation)

Contributing Courses to Module

- Conflict Management and Mediation (DLBWPKUM01_E)

Module Exam Type

Module Exam	Split Exam
Study Format: Distance Learning Exam, 90 Minutes Study Format: myStudies Exam, 90 Minutes	

Weight of Module

see curriculum

Module Contents

- Forms of cooperation
- Basic concepts of conflict research
- Conflict Management
- Basics of communication psychology
- Conducting discussions and moderation
- Mediation

Learning Outcomes

Conflict Management and Mediation

On successful completion, students will be able to

- explain the central characteristics of conflicts and reflect, analyze and assess their progression.
- analyze conflicts according to the degree of their escalation.
- explain how conflicts arise and how to avoid them.
- understand conflicts and negotiations as a process and plan and implement the necessary measures to solve them.
- use special conversation and question techniques.
- identify hidden messages in communication and develop suggestions for optimization.
- develop goals and strategies for conflict and negotiation management in order to contribute to successful conflict management and negotiation with a clear procedure.
- assess and apply mediation as a method of conflict resolution.

Links to other Modules within the Study Program	**Links to other Study Programs of the University**
This module is similar to other modules in the field of Psychology	All Bachelor Programs in the Social Sciences field

Conflict Management and Mediation

Course Code: DLBWPKUM01_E

Study Level	Language of Instruction and Examination	Contact Hours	CP	Admission Requirements
BA	English		5	none

Course Description

In the business world, different perspectives of negotiating partners or parties often clash. This often leads to conflicts because the parties involved pursue different goals and evaluate situations differently. Especially against the background of transformation and restructuring processes in companies, conflicts are often pre-programmed due to different interests. To ensure that the different perspectives of the parties involved do not conclude in escalation, knowledge of the nature and structure of conflicts, techniques for dealing with them and basic knowledge of the possibilities of successful communication at a verbal and non-verbal level are essential. This course will equip students with the necessary understanding and present necessary tools to recognize conflicts, to solve them and to lead negotiations. In this context, mediation is highlighted as an increasingly popular method of conflict resolution.

Course Outcomes

On successful completion, students will be able to

- explain the central characteristics of conflicts and reflect, analyze and assess their progression.
- analyze conflicts according to the degree of their escalation.
- explain how conflicts arise and how to avoid them.
- understand conflicts and negotiations as a process and plan and implement the necessary measures to solve them.
- use special conversation and question techniques.
- identify hidden messages in communication and develop suggestions for optimization.
- develop goals and strategies for conflict and negotiation management in order to contribute to successful conflict management and negotiation with a clear procedure.
- assess and apply mediation as a method of conflict resolution.

Contents

1. From Cooperation to Confrontation
   - 1.1 Cooperation and Competition
   - 1.2 Forms of Cooperation
   - 1.3 Game Theoretical Approaches
   - 1.4 The Way into the Conflict

2. Basic Concepts of Conflict Research
- 2.1 What is a Conflict?
- 2.2 Types of Conflict
- 2.3 Mobbing - a Special Type of Conflict
- 2.4 The Stages of Conflict Escalation
- 2.5 Conflict Resistance of Organizations

3. Conflict Management in the World of Work
- 3.1 Conflict Costs
- 3.2 Conflict Management in Business
- 3.3 Elements of Conflict Management

4. Basics of Communication Psychology
- 4.1 What is “Communication”?
- 4.2 Axioms of Communication
- 4.3 The Importance of Non-Verbal Communication
- 4.4 The Message Square Model: The Four Sides of a Message
- 4.5 Transactional Analysis as Analysis of Interpersonal Communication
- 4.6 Non-Violent Communication

5. Conducting Discussions and Moderation
- 5.1 Conversation and Question Techniques in Conflict Situations
- 5.2 The Discussion Moderation

6. Mediation as an Instrument of Conflict Resolution
- 6.1 Principles of Mediation
- 6.2 Areas of Application of Mediation
- 6.3 Principles and Rules of Mediation
- 6.4 The Mediation Process - Phases and Procedures

Literature
Compulsory Reading
Further Reading ▪ Coltri, L. (2020): Alternative Dispute Resolution. 2nd edition, McGraw Hill, New York City, NY. ▪ Fisher, R./Ury, W./Patton, B. (2011): Getting to Yes: Negotiating Agreement Without Giving In. 3rd edition, Penguin Books, New York City, NY. ▪ Rosenberg, M. B. (2015): Nonviolent Communication - A Language of Life: Life-Changing Tools for Healthy Relationships. 3rd edition, PuddleDancer Press, Encinitas, CL.

Study Format Distance Learning

Study Format	Course Type
Distance Learning	Online Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Exam, 90 Minutes

Student Workload					
Self Study	**Contact Hours**	**Tutorial**	**Self Test**	**Independent Study**	**Hours Total**
90 h	0 h	30 h	30 h	0 h	150 h

Instructional Methods	
☐ Learning Sprints®	☐ Review Book
☑ Course Book	☐ Creative Lab
☐ Vodcast	☐ Guideline
☑ Shortcast	☑ Live Tutorium/Course Feed
☑ Audio	☐ Reader
☑ Exam Template	☑ Slides

Study Format myStudies

Study Format	Course Type
myStudies	Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Exam, 90 Minutes

Student Workload					
Self Study	**Contact Hours**	**Tutorial**	**Self Test**	**Independent Study**	**Hours Total**
90 h	0 h	30 h	30 h	0 h	150 h

Instructional Methods	
☐ Learning Sprints®	☐ Review Book
☑ Course Book	☐ Creative Lab
☐ Vodcast	☐ Guideline
☑ Shortcast	☑ Live Tutorium/Course Feed
☑ Audio	☐ Reader
☐ Exam Template	☑ Slides

Interaction and Communication in Organisations

Module Code: DLBKPSIKO_E

Module Type	Admission Requirements	Study Level	CP	Student Workload
see curriculum	none	BA	5	150 h

Semester / Term	Duration	Regularly offered in	Language of Instruction and Examination
see curriculum	Minimum 1 semester	WiSe/SoSe	English

Module Coordinator

N.N. (Interaction and Communication in Organisations)

Contributing Courses to Module

- Interaction and Communication in Organisations (DLBKPSIKO01_E)

Module Exam Type

Module Exam	Split Exam
Study Format: Distance Learning Exam or Advanced Workbook, 90 Minutes	

Weight of Module

see curriculum

Module Contents

- Definition and Communication Structures
- Trust-Building Communication and Conflict Resolution
- Opinion Formation and Media Communication
- Transparency and Politically Correct Communication

Learning Outcomes

Interaction and Communication in Organisations

On successful completion, students will be able to

- understand communication channels and processes within the company.
- apply communication strategies to establish trust and credibility.
- name information and public disclosure obligations of entrepreneurs.
- reflect on methods of measuring the success of communication.

Links to other Modules within the Study Program	**Links to other Study Programs of the University**
This module is similar to other modules in the fields of Psychology	All Bachelor Programs in the Social Sciences fields

Interaction and Communication in Organisations

Course Code: DLBKPSIKO01_E

Study Level	Language of Instruction and Examination	Contact Hours	CP	Admission Requirements
BA	English		5	none

Course Description

Intact communication processes play a decisive role in the success of an organization: On the one hand, successful internal communication ensures the productive transfer of information, the management of a team or the cohesion of employees. On the other hand, professional external communication determines how a company is perceived by the media, stakeholders and customers. In this context, companies today are confronted with increasingly tightened communication conditions as well as with an extremely increasing range of communication options. This course begins by defining the essentials of corporate communications and illustrates the communication tools, processes, and guidelines within an organization. It will also look at strategies, building trust and credibility, and defusing crises. Finally, the use of various digital communication channels and methods for measuring successful corporate communication are discussed.

Course Outcomes

On successful completion, students will be able to

- understand communication channels and processes within the company.
- apply communication strategies to establish trust and credibility.
- name information and public disclosure obligations of entrepreneurs.
- reflect on methods of measuring the success of communication.

Contents

1. Terminology and History
   - 1.1 What falls under the Concept of Corporate Communication?
   - 1.2 Overview Development of Corporate Communication
2. Structural Aspects of Corporate Communication
   - 2.1 Forms of Communication
   - 2.2 Communication Hierarchies
   - 2.3 Communication Channels
   - 2.4 Communication Processes

3. Trust and Credibility
   3.1 Definition of Trust
   3.2 Appreciative Communication
   3.3 Organizational Culture and Rules of Conduct
   3.4 Psychological Contracts

4. Change and Crisis Management
   4.1 Communication in Change
   4.2 Communication for Conflict Resolution
   4.3 Rumors
   4.4 Achieving Win-Win Solutions

5. Media Communication
   5.1 Press Relations
   5.2 The Company as a Brand
   5.3 Impression Management
   5.4 Communication via Social Media
   5.5 Communication via Numbers and Statistics

6. Legal Aspects of Communication
   6.1 Politically Correct Communication
   6.2 Transparent Communication
   6.3 Data Protection

7. Measuring Successful Communication
   7.1 Employee Surveys
   7.2 360 Degree Feedback
   7.3 Evaluation on the Basis of Key Figures

Literature

Compulsory Reading

Further Reading

- Chmiel, N. (2000). Introduction to Work and Organizational Psychology : A European Perspective. Blackwell Publ.
- Church, A. H., Bracken, D. W., Fleenor, J. W., & Rose, D. S. (2019). Handbook of Strategic 360 Feedback. Oxford University Press.
- Falkheimer, J., & Heide, M. (2018). Strategic Communication: An Introduction. Routledge.
- Harris, T. E., & Nelson, M. D. (2019). Applied Organizational Communication: Theory and Practice in a Global Environment (4th ed). Routledge.
- Lauring, J. (2011). Intercultural Organizational Communication: The Social Organizing of Interaction in International Encounters. Journal of Business Communication, 48(3), 231–255. https://doi-org.pxz.iubh.de:8443/10.1177/0021943611406500
- Lipsky, D. B., Avgar, A. C., & Lamare, J. R. (2020). Organizational Conflict Resolution and Strategic Choice: Evidence from a Survey of Fortune 1000 Firms. ILR Review, 73(2), 431–455. https://doi-org.pxz.iubh.de:8443/10.1177/0019793919870169

Study Format Distance Learning

Study Format	**Course Type**
Distance Learning	Online Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Exam or Advanced Workbook, 90 Minutes

Student Workload					
Self Study	**Contact Hours**	**Tutorial**	**Self Test**	**Independent Study**	**Hours Total**
100 h	0 h	25 h	25 h	0 h	150 h

Instructional Methods	
☐ Learning Sprints®	☐ Review Book
☑ Course Book	☐ Creative Lab
☐ Vodcast	☑ Guideline
☑ Shortcast	☑ Live Tutorium/Course Feed
☑ Audio	☐ Reader
☑ Exam Template	☑ Slides

Practical Project: Psychology

Module Code: DLBPSPPPSY_E

Module Type	Admission Requirements	Study Level	CP	Student Workload
see curriculum	BSTA01-01_E	BA	10	300 h

Semester / Term	Duration	Regularly offered in	Language of Instruction and Examination
see curriculum	Minimaldauer: 1 Semester	WiSe/SoSe	English

Module Coordinator

N.N. (Practical Project: Psychology)

Contributing Courses to Module

- Practical Project: Psychology (DLBPSPPPSY01_E)

Module Exam Type

Module Exam	Split Exam
Study Format: Distance Learning Reflection of Practical Experiences (passed / not passed)	

Weight of Module

see curriculum

Module Contents

Within the framework of this practicum in psychology, students document and reflect on their everyday practice. Thus, this module has the character of a self-learning module under professional supervision. The respective occurring problems and questions are explored under the supervision of specialists in workplace from the perspective of professional action in psychology. Students work on these perspectives within their host institution and record them in the form of written documentation. The main objectives are the transfer of theoretical knowledge to practical problems, the insight into operational work practice, independent processing of complex problems and the development of creative and communicative skills.

Learning Outcomes

Practical Project: Psychology

On successful completion, students will be able to

- gain realistic insights into psychological fields of activity.
- test and expand their content-related and methodological competencies.
- know the requirements and conditions of a practice or research institution and to reflect critically on these.
- adjust their professional actions as psychologists according to legal principles and professional ethical guidelines.
- try out their professional actions and their professional personality in direct interaction with psychologists, clients and other professions.
- critically reflect on their own actions and to assess the quality of their work.

Links to other Modules within the Study Program	Links to other Study Programs of the University
This module is similar to other modules in the fields of Psychology	All Bachelor Programs in the Social Sciences fields

Practical Project: Psychology

Course Code: DLBPSPPPSY01_E

Study Level	Language of Instruction and Examination	Contact Hours	CP	Admission Requirements
BA	English		10	BSTA01-01_E

Course Description

The planning and reflection takes place with the involvement of a specialist supervisor or another person in a direct supervisor function with appropriate academic professional training. Each practical project must be carried out under the supervision of a graduate psychologist, bachelor's or master's psychologist (alternatively also a health psychologist, communication psychologist, business psychologist or similar with a diploma or master's degree) in the relevant institution. If the institution does not employ a psychologist with a diploma, bachelor's or master's degree, it is generally possible to seek an external supervisor with a comparable academic qualification in the field of psychology (diploma, master's degree) in consultation with the Praxisamt (Practicum Office). The examination board decides on such exceptional cases. An informal application should be submitted in good time. The reflection of professional actions against the background of social and legal framework conditions is thematized by consultation hours regularly held online between students and lecturers. The documentation takes place in writing and is individually coordinated with the relevant in-house personnel management system. Core elements of the practical project are: 1) Planning of professional action in psychology, 2) Reflection of professional actions against the background of social and legal framework conditions as well as professional ethical guidelines, 3) Testing of scientifically, i.e. empirically proven theories, concepts and methods in practice, 4) Documentation, evaluation and presentation of approaches and methods

Course Outcomes

On successful completion, students will be able to

- gain realistic insights into psychological fields of activity.
- test and expand their content-related and methodological competencies.
- know the requirements and conditions of a practice or research institution and to reflect critically on these.
- adjust their professional actions as psychologists according to legal principles and professional ethical guidelines.
- try out their professional actions and their professional personality in direct interaction with psychologists, clients and other professions.
- critically reflect on their own actions and to assess the quality of their work.

Contents

1. Scheduling of Work

2. Execution of Work
3. Work-Related Reflection and Self-Reflection
4. Discussion (Self-perception/External Perception)
5. Documentation of Work
6. Documentation of Reflections
7. Writing of Reports

Literature
Compulsory Reading
Further Reading ▪ Matthews, J. R., Walker, C. E., & American Psychological Association (Eds.) (2015). Your practicum in psychology: A guide for maximizing knowledge and competence. American Psychological Association. ▪ Madson, M. B., Chapman, L. K., Wood-Barcalow, N. L., & Williams-Nickelson, C. (Eds.) (2005). Succeeding in practicum: An APAGS resource guide. American Psychological Association of Graduate Students (APAGS). ▪ Sternberg, R. J. (Ed.). (2017). Career paths in psychology: Where your degree can take you (3rd ed.). American Psychological Association. https://doi.org/10.1037/15960-000 ▪ American Psychological Association (2017). Ethical Principles of Psychologists and Code of Conduct. American Psychological Association. https://www.apa.org/ethics/code/ ▪ British Psychological Society (2021). Code of Ethics and Conduct. British Psychological Society. https://www.bps.org.uk/news-and-policy/bps-code-ethics-and-conduct ▪ British Psychological Society (2017). Practice Guidelines. British Psychological Society. www.bps.org.uk/news-and-policy/practice-guidelines

Study Format Distance Learning

Study Format	Course Type
Distance Learning	Practical Project

Information about the examination	
Examination Admission Requirements	**BOLK:** no **Course Evaluation:** no
Type of Exam	Reflection of Practical Experiences (passed / not passed)

Student Workload					
Self Study	**Contact Hours**	**Tutorial**	**Self Test**	**Independent Study**	**Hours Total**
0 h	0 h	0 h	0 h	300 h	300 h

Instructional Methods	
☐ Learning Sprints®	☐ Review Book
☐ Course Book	☐ Creative Lab
☐ Vodcast	☑ Guideline
☐ Shortcast	☐ Live Tutorium/Course Feed
☐ Audio	☐ Reader
☐ Exam Template	☐ Slides

DLBPSPPPSY01_E

Systemic Counseling and Coaching

Module Code: DLBPGWBUC_E

Module Type	Admission Requirements	Study Level	CP	Student Workload
see curriculum	none	BA	5	300 h

Semester / Term	Duration	Regularly offered in	Language of Instruction and Examination
see curriculum	Minimum 1 semester	WiSe/SoSe	English

Module Coordinator

N.N. (Systemic Counseling and Coaching) / N.N. (Seminar: Systemic Counseling and Coaching)

Contributing Courses to Module

- Systemic Counseling and Coaching (DLBPGWBUC01_E)
- Seminar: Systemic Counseling and Coaching (DLBPGWBUC02_E)

Module Exam Type

Module Exam	Split Exam
	Systemic Counseling and Coaching • Study Format "Distance Learning": Exam, 90 Minutes Seminar: Systemic Counseling and Coaching • Study Format "Distance Learning": Written Assessment: Research Essay

Weight of Module

see curriculum

Module Contents

Systemic Counseling and Coaching

- Theoretical Foundations of Counseling as a Form of Pedagogical Action
- Basic Theories Behind Systemic Counseling
- Systemic Coaching as a Special Type of Counseling
- Fields of Application, Occasions and Target Groups of Systemic Counseling
- Overview of the Basic Repertoire of Relevant Methods and Interventions
- Consultant Skills and Knowledge

Seminar: Systemic Counseling and Coaching

- Theoretical Foundations for Understanding Systemic Counseling and Coaching
- Overview Systemic Counseling and Coaching
- Phases of the Coaching Process
- Overview of the Basic Repertoire of Relevant Methods and Interventions
- Understanding and Learning First Systemic Questioning Techniques
- Understanding and Learning First Systemic Conversation Techniques

Learning Outcomes

Systemic Counseling and Coaching

On successful completion, students will be able to

- theoretically locate counseling within pedagogical and non-pedagogical contexts and to be sensitive to existing areas of conflict.
- reproduce relevant theoretical foundations of systemic counseling for their context of action.
- know fields of application, occasions for counseling, target groups, and settings.
- understand the limits of systemic counseling compared to other forms of counseling from other disciplines and to assess them in the context of counseling.
- carry out initial forms of intervention of systemic coaching independently or under guidance.
- reflect on their own personality including their own competences with regard to the requirements for systemic consultants (coaches).

Seminar: Systemic Counseling and Coaching

On successful completion, students will be able to

- identify areas of application for consulting and coaching.
- know the limits of systemic counseling compared to counseling forms of other disciplines and to assess them in the counseling context.
- reflect on their own person in terms of competences, mindset and counseling role.
- reflect basic assumptions and attitudes of systemic practitioners.
- identify and explain an ideal-typical coaching process.
- understand selected systemic interventions; they have tried out a selection of systemic questioning and discussion techniques themselves and can demonstrate initial practical counseling steps on this basis.

Links to other Modules within the Study Program	Links to other Study Programs of the University
This module is similar to other modules in the fields of Psychology	All Bachelor Programs in the Social Sciences fields

Systemic Counseling and Coaching

Course Code: DLBPGWBUC01_E

Study Level	Language of Instruction and Examination	Contact Hours	CP	Admission Requirements
BA	English		5	none

Course Description

Counseling as one of the core pedagogical forms of action is gaining relevance in all areas of application in the current industrial age. Systemic approaches to counseling should be emphasized, as they usually differ from purely professional counseling and pursue a holistic process counseling approach in which the learning and developing person is the focus. The course offers a first overview of systemic counseling and systemic coaching starting with theoretical basics, fields of application up to requirements for consultants. The contents enable the students to situate counseling theoretically as well as to acquire theoretical concepts which are essential for a systemic counseling approach. These include systems theory and constructivism. In addition, areas of conflict and boundaries are addressed, which should enable the consultant to distinguish himself in his practical work. Furthermore, the students deal with the distinction between process and professional counseling, different forms and settings of counseling, as well as possible target groups and fields of application. Systemic coaching as a special form of counseling is considered separately, in particular the role of the coach, occasions and topics as well as the phase model of the coaching process.In addition, students get to know initial methods and forms of intervention, such as systemic questioning techniques, formation of hypotheses or reframing.Finally, students are given the opportunity to deal with the requirements for consultants and coaches and thus have the opportunity to reflect these in relation to their own personality. The course is rounded off by dealing with a basic systemic mindset as well as a coach's understanding of values.

Course Outcomes

On successful completion, students will be able to

- theoretically locate counseling within pedagogical and non-pedagogical contexts and to be sensitive to existing areas of conflict.
- reproduce relevant theoretical foundations of systemic counseling for their context of action.
- know fields of application, occasions for counseling, target groups, and settings.
- understand the limits of systemic counseling compared to other forms of counseling from other disciplines and to assess them in the context of counseling.
- carry out initial forms of intervention of systemic coaching independently or under guidance.
- reflect on their own personality including their own competences with regard to the requirements for systemic consultants (coaches).

Contents

1. Theoretical Foundations
   - 1.1 Counseling as a Form of Pedagogical Action
   - 1.2 Areas of Conflict in Educational Counseling
   - 1.3 Person-Centered Systems Theory
   - 1.4 Cybernetics
   - 1.5 Constructivism
   - 1.6 Social Systems Theory
   - 1.7 Autopoietic Systems Theory

2. Systemic Counseling
   - 2.1 Forms and Settings of Counseling in Pedagogy
   - 2.2 Target Groups
   - 2.3 Process Counseling Versus Specialist Counseling
   - 2.4 Basic Assumptions

3. Systemic Coaching
   - 3.1 Coaching as a Special Form of Counseling
   - 3.2 The Role of the Coach
   - 3.3 Occasions and Topics
   - 3.4 Coaching Phases

4. Application Errors
   - 4.1 Limits of Counseling and Coaching
   - 4.2 Children and Teenagers
   - 4.3 Adults and Organizational Context
   - 4.4 Other Fields (Sports, Science, Private Context, Etc.)

5. Basic Methods and Interventions
   - 5.1 Conversation Techniques
   - 5.2 Active Listening
   - 5.3 Systemic Questioning
   - 5.4 Hypothesizing
   - 5.5 Reframing

6. Requirements for the Consultant
   - 6.1 Expertise
   - 6.2 Social Skills
   - 6.3 Process Skills
   - 6.4 Mindset and Values

Literature

Compulsory Reading

Further Reading

- Hills, J. (2012). Introduction to systemic and family therapy: A User's Guide. Palgrave Macmillan.
- von Foerster, H. (2003). Understanding Understanding: Essays on Cybernetics and Cognition. Springer Science & Business Media.
- Campbell, D., Draper, R., & Huffington, C. (Eds.). (2018). A systemic approach to consultation. Routledge.

Study Format Distance Learning

Study Format	Course Type
Distance Learning	Online Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Exam, 90 Minutes

Student Workload					
Self Study	**Contact Hours**	**Tutorial**	**Self Test**	**Independent Study**	**Hours Total**
210 h	0 h	60 h	30 h	0 h	300 h

Instructional Methods	
☐ Learning Sprints®	☐ Review Book
☑ Course Book	☐ Creative Lab
☐ Vodcast	☐ Guideline
☑ Shortcast	☐ Live Tutorium/Course Feed
☑ Audio	☐ Reader
☑ Exam Template	☑ Slides

Seminar: Systemic Counseling and Coaching

Course Code: DLBPGWBUC02_E

Study Level	Language of Instruction and Examination	Contact Hours	CP	Admission Requirements
BA	English		5	none

Course Description

Systemic counseling approaches enjoy a strong demand in times of increasing complexity and the associated search for orientation. In addition to a brief overview of theoretical foundations, this course offers an introduction to systemic counseling and coaching. Furthermore, the focus is on systemic interventions and methods. The course offers students an initial orientation on the theoretical foundations with regard to fields of application and limits, but also on counseling competences and mindset as well as relevant theories. In addition, the course provides an opportunity to deal with the role of the coach, the special nature of process counseling and the basic assumptions of people working systemically. Students also learn how a coaching process is designed and which phases it can be divided into. The subsequent introduction to systemic interventions and methods, as well as the deepening of systemic questioning and conversation techniques offers the opportunity to gain initial practical experience with the tools of systemic consultants and coaches.

Course Outcomes

On successful completion, students will be able to

- identify areas of application for consulting and coaching.
- know the limits of systemic counseling compared to counseling forms of other disciplines and to assess them in the counseling context.
- reflect on their own person in terms of competences, mindset and counseling role.
- reflect basic assumptions and attitudes of systemic practitioners.
- identify and explain an ideal-typical coaching process.
- understand selected systemic interventions; they have tried out a selection of systemic questioning and discussion techniques themselves and can demonstrate initial practical counseling steps on this basis.

Contents

- Systemic counseling and coaching have become well-known and sought-after forms of counseling in both business and social contexts to reduce complexity with clients and to support them in finding their way through rapidly changing and/or challenging situations. The seminar "Systemic Counseling and Coaching" offers an insight into the framework parameters and theoretical foundations and delves into systemic interventions and methods. The basics include the work with coaching as a pedagogical form of action, the

theoretical background (system theory, constructivism, social systems theory), the fields of application as well as the limits of counseling and coaching and the expertise and attitude of the consultant.

- Furthermore, students deal with the following framework parameters: specifics of process counseling, the role of the coach, target groups and occasions, basic assumptions as well as systemic attitude. In addition, they deal with the four-phase process of coaching (orientation, clarification, change and conclusion phase) and generate initial knowledge about systemic interventions and methods. Conversational techniques, active listening, systemic questioning, formation of hypotheses and reframing are recommended for an overview. Systemic questioning techniques can be deepened through the following types of questions: circular questions, hypothetical questions, resource questions, provocative and paradoxical questions, solution questions or reframing questions. Listening, pacing, non-verbal verbalization, concretization of generalizations or explicating can be used to deepen systemic conversation techniques. In the context of a seminar paper it is conceivable that the students deal in detail with, for example, one of the above-mentioned topic blocks: basics, framework parameters, coaching process, overview of interventions, systemic questioning or conversation techniques.

Literature

Compulsory Reading

Further Reading

- Hills, J. (2012). Introduction to systemic and family therapy: A User's Guide. Palgrave Macmillan.
- von Foerster, H. (2003). Understanding Understanding: Essays on Cybernetics and Cognition. Springer Science & Business Media.
- Campbell, D., Draper, R., & Huffington, C. (Eds.). (2018). A systemic approach to consultation. Routledge.

Study Format Distance Learning

Study Format	Course Type
Distance Learning	Seminar

Information about the examination	
Examination Admission Requirements	**BOLK:** no **Course Evaluation:** no
Type of Exam	Written Assessment: Research Essay

Student Workload					
Self Study	**Contact Hours**	**Tutorial**	**Self Test**	**Independent Study**	**Hours Total**
120 h	0 h	30 h	0 h	0 h	150 h

Instructional Methods	
☐ Learning Sprints®	☐ Review Book
☐ Course Book	☐ Creative Lab
☐ Vodcast	☑ Guideline
☐ Shortcast	☐ Live Tutorium/Course Feed
☐ Audio	☐ Reader
☐ Exam Template	☑ Slides

Health Psychology: Stress and Coping

Module Code: DLBAPSEHPSC

Module Type	Admission Requirements	Study Level	CP	Student Workload
see curriculum	DLBAPSEHPSC01	BA	10	300 h

Semester / Term	Duration	Regularly offered in	Language of Instruction and Examination
see curriculum	Minimum 1 semester	WiSe/SoSe	English

Module Coordinator

N.N. (Basics of Health Psychology) / N.N. (Health Psychology: Stress and Coping)

Contributing Courses to Module

- Basics of Health Psychology (DLBAPSEHPSC01)
- Health Psychology: Stress and Coping (DLBGPGPSC01_E)

Module Exam Type

Module Exam	Split Exam
	Basics of Health Psychology • Study Format "Distance Learning": Exam, 90 Minutes Health Psychology: Stress and Coping • Study Format "Distance Learning": Exam, 90 Minutes

Weight of Module

see curriculum

Module Contents

Basics of Health Psychology

- Prevention and Health Promotion
- Health Determinants
- Models of Health Behavior
- International Health Challenges

Health Psychology: Stress and Coping

- Introduction
- Stress Physiology
- When Do Events Become Stressful?
- The Assessment of Stress
- Chronic Stress
- Coping: Personality, Resilience and Strategies
- Coping and External Resources
- Coping Interventions

Learning Outcomes

Basics of Health Psychology

On successful completion, students will be able to

- explain and distinguish common definitions, concepts, and models of health psychology.
- explain health behavior and possibilities of behavioral change using various psychological models and also apply them to other human behaviors.
- critically examine important behavioral factors and determinants for health.
- analyze (inter-) national health challenges and reflect its psychological components.

Health Psychology: Stress and Coping

On successful completion, students will be able to

- explain definitions, concepts and models of stress and stress management.
- understand the physiology of stress.
- understand the relevant aspects in the evaluation of stressful events.
- identify the most common types of stress assessment and experimental stress induction.
- explain the significance of chronic stress.
- identify the relevant factors related to coping and resources and draw appropriate conclusions for interventions.

Links to other Modules within the Study Program	Links to other Study Programs of the University
This module is similar to other modules in the fields of Psychology	All Bachelor Programs in the Social Sciences fields

Basics of Health Psychology

Course Code: DLBAPSEHPSC01

Study Level	Language of Instruction and Examination	Contact Hours	CP	Admission Requirements
BA	English		5	none

Course Description

This course introduces a fundamental understanding of health psychology in an international context. It provides an overview of different approaches and understandings to health and highlights psychological aspects of prevention and health promotion. It discusses various models to understand health behavior and behavioral change. Furthermore, important health behaviors and determinants that contribute to mental and physical health as well as to well-being are covered. By introducing structural and social aspects of health and health care from an international perspective, socio-economic determinants of health are highlighted. International examples provide a global perspective on differences in health behavior and promotion.

Course Outcomes

On successful completion, students will be able to

- explain and distinguish common definitions, concepts, and models of health psychology.
- explain health behavior and possibilities of behavioral change using various psychological models and also apply them to other human behaviors.
- critically examine important behavioral factors and determinants for health.
- analyze (inter-) national health challenges and reflect its psychological components.

Contents

1. Health and Health Psychology
   - 1.1 From Absence of Illness to Well-Being
   - 1.2 The Biopsychosocial Model of Health
   - 1.3 Health Psychological Applications
   - 1.4 Prevention and Health Promotion
2. Models and Theories of Health Behaviors
   - 2.1 Health Belief Modell
   - 2.2 Theory of Planned Behavior
   - 2.3 Self Determination Theory
   - 2.4 Transtheoretical Model of Behavior Change
   - 2.5 Further Models and Theories of Health

3. Health Behaviors
   - 3.1 Addictive Behavior
   - 3.2 Sport and Physical Activity
   - 3.3 Nutrition
   - 3.4 Sleep and Recovery

4. Determinants of Health
   - 4.1 Obesity
   - 4.2 Stress
   - 4.3 Chronic Illness and Coping with Disease
   - 4.4 Social Support

5. Structural and International Health Challenges
   - 5.1 Health Systems
   - 5.2 Health Across Gender and Lifespan
   - 5.3 Socio-Cultural Aspects of Health: Race, Poverty, and Culture
   - 5.4 Country Case Studies

Literature

Compulsory Reading

Further Reading

- Taylor, S.E. (2018). Health Psychology (Tenth Edition). McGraw-Hill Education.
- Baum, A., Revenson, T. A., & Singer, J. (2012). Handbook of Health Psychology (Second Edition). Psychology Press.
- Ogden, J. (2019). Health Psychology (Sixth Edition). McGraw-Hill Education.
- Folland, S., Goodman, A. C., & Stano, M. (2016). The Economics of Health and Health Care: Pearson New International Edition (Seventh Edition). Routledge.
- World Health Organization (2022). Health in Transition (HITs). Health System Reviews. http://www.searo.who.int/entity/asia_pacific_observatory/publications/hits/hit_home/en/

Study Format Distance Learning

Study Format	Course Type
Distance Learning	Online Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Exam, 90 Minutes

Student Workload					
Self Study	**Contact Hours**	**Tutorial**	**Self Test**	**Independent Study**	**Hours Total**
90 h	0 h	30 h	30 h	0 h	150 h

Instructional Methods	
☐ Learning Sprints®	☐ Review Book
☑ Course Book	☐ Creative Lab
☐ Vodcast	☐ Guideline
☑ Shortcast	☑ Live Tutorium/Course Feed
☑ Audio	☐ Reader
☑ Exam Template	☑ Slides

Health Psychology: Stress and Coping

Course Code: DLBGPGPSC01_E

Study Level	Language of Instruction and Examination	Contact Hours	CP	Admission Requirements
BA	English		5	DLBAPSEHPSC01

Course Description

The course includes the central concepts and models of stress and stress management. The topics of biological psychology and physiology of stress, individual aspects of the evaluation of stressful events/conditions (including chronic conditions) and the assessment of stress are covered. In addition, students are taught coping and coping strategies, internal and external resources and starting points for coping interventions.

Course Outcomes

On successful completion, students will be able to

- explain definitions, concepts and models of stress and stress management.
- understand the physiology of stress.
- understand the relevant aspects in the evaluation of stressful events.
- identify the most common types of stress assessment and experimental stress induction.
- explain the significance of chronic stress.
- identify the relevant factors related to coping and resources and draw appropriate conclusions for interventions.

Contents

1. Stress: Introduction
   - 1.1 Definitions: Stress, Stressors, Evaluation of Stress
   - 1.2 Reaction-Related Concepts
   - 1.3 Situational Concepts
   - 1.4 Interactionist Concepts
2. Stress Physiology
   - 2.1 Sympathetic and Parasympathetic Nervous System
   - 2.2 Hypothalamic-Pituitary-Adrenal Axis
   - 2.3 Effects of Chronic Stress

3. When Do Events Become Stressful?
   3.1 The Inverted U-Shaped Relationship Between Stress and Performance
   3.2 Positive and Negative Events
   3.3 Controllability and Evaluation

4. The Recording of Stress
   4.1 Daily Stress
   4.2 Stressful Life Events
   4.3 Early Childhood Traumatization
   4.4 Stress in the Laboratory: Psychophysiological Stress

5. Chronic Stress
   5.1 Effects of Early Childhood Traumatic Events
   5.2 Stress and Work
   5.3 Role Conflicts and Stress: Parents and Work

6. Coping: Personality and Strategies
   6.1 Coping, Personality and Resilience
   6.2 Internal Resources
   6.3 Problem-Oriented and Emotion-Oriented Coping
   6.4 Avoidance and Distraction Strategies

7. Coping and External Resources
   7.1 Socioeconomic Status
   7.2 Forms of Social Support
   7.3 Social Support and Stress Moderation
   7.4 Health Effects of Loneliness
   7.5 Promoting Social Support

8. Coping Interventions
   8.1 Relaxation Exercises and Mindfulness
   8.2 Expressive Writing as an Effective Intervention?
   8.3 Introduction to Stress Management Programs

Literature

Compulsory Reading

Further Reading

- Ajzen, I./Madden, T. J. (1986): Prediction of goal-directed behavior: Attitudes, intentions, and perceived behavioral control. In: Journal of Experimental Social Psychology, 22nd ed.
- Miller, G./Chen, E./Cole, S. W.. (2009): Health Psychology: Developing Biologically Plausible Models Linking the Social World and Physical Health. In: Annual Review of Psychology, 60th ed, issue 1, pp. 501-524.
- Prochaska, J. O. (1994) Strong and weak principles for progressing from precontemplation to action on the basis of 12 problem behaviors. In: Health Psychology, 13th year, issue 1, pp. 47-51.
- Ryan, R. M./Deci, E. L. (2000): Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. In: American Psychologist, 55th ed. 1, pp. 68-78.
- Taylor, S.E. (2018): Health Psychology. Tenth Edition, McGraw-Hill Education, New York.

Study Format Distance Learning

Study Format	Course Type
Distance Learning	Online Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Exam, 90 Minutes

Student Workload					
Self Study	**Contact Hours**	**Tutorial**	**Self Test**	**Independent Study**	**Hours Total**
90 h	0 h	30 h	30 h	0 h	150 h

Instructional Methods	
☐ Learning Sprints®	☐ Review Book
☑ Course Book	☐ Creative Lab
☐ Vodcast	☐ Guideline
☑ Shortcast	☑ Live Tutorium/Course Feed
☑ Audio	☐ Reader
☑ Exam Template	☑ Slides

DLBGPGPSC01_E

Psychology of Communication and Persuasion

Module Code: DLBAPWPKUE_E

Module Type	Admission Requirements	Study Level	CP	Student Workload
see curriculum	none	BA	10	300 h

Semester / Term	Duration	Regularly offered in	Language of Instruction and Examination
see curriculum	Minimum 1 semester	WiSe/SoSe	English

Module Coordinator

N.N. (Psychology of Communication) / N.N. (Psychology of Persuasion)

Contributing Courses to Module

- Psychology of Communication (DLBKPSKPS01_E)
- Psychology of Persuasion (DLBKPSPUE01_E)

Module Exam Type

Module Exam	Split Exam
	Psychology of Communication • Study Format "Distance Learning": Exam, 90 Minutes Psychology of Persuasion • Study Format "Distance Learning": Exam, 90 Minutes

Weight of Module

see curriculum

Module Contents

Psychology of Communication

- History of the Psychology of Communication
- Various Understandings of "Communication", Theories and Models
- Forms of Communication and Communication Disorders (Verbal, Non-Verbal, Digital)
- Fields of Application of the Psychology of Communication

Psychology of Persuasion

- Rationality versus Intuition: System 1 and System 2
- Social Psychological Studies on Persuasion Techniques
- The 6 Principles of Persuasion according to Cialdini
- What is Nudging: Definition and Ethical Debate
- Psychology of Persuasion in Practice

Learning Outcomes

Psychology of Communication

On successful completion, students will be able to

- understand and reflect on basic concepts of the psychology of communication.
- classify concepts historically/perspectively.
- apply models of the psychology of communication.
- name fields of application of the psychology of communication.

Psychology of Persuasion

On successful completion, students will be able to

- understand the theories of persuasion.
- distinguish between direct and subtle persuasion techniques.
- evaluate the effectiveness of various persuasion techniques.
- apply persuasion techniques in practice.

Links to other Modules within the Study Program	**Links to other Study Programs of the University**
This module is similar to other modules in the fields of Psychology	All Bachelor Programs in the Social Sciences fields

Psychology of Communication

Course Code: DLBKPSKPS01_E

Study Level	Language of Instruction and Examination	Contact Hours	CP	Admission Requirements
BA	English		5	none

Course Description

This course provides students with a basic overview of the origins, various approaches, theories and practical methods of the psychology of communication. After dealing with basic definitions of communication processes between sender and receiver, the most important researchers, theories and models in the psychology of communication are covered. Different forms of communication - such as verbal, non-verbal, non-violent or intercultural - are critically reflected upon. From a psychological perspective, the course looks at how communication disorders arise and how they can be resolved. Finally, the course deals with media and digital mass communication and shows which practical fields communication the psychology of communication can be used in.

Course Outcomes

On successful completion, students will be able to

- understand and reflect on basic concepts of the psychology of communication.
- classify concepts historically/perspectively.
- apply models of the psychology of communication.
- name fields of application of the psychology of communication.

Contents

1. Definition
   - 1.1 What is Communication?
   - 1.2 What is the Psychology of Communication?

2. History of the Psychology of Communication
   - 2.1 Pre-Scientific Examples
   - 2.2 Ancient
   - 2.3 Medieval
   - 2.4 Enlightenment
   - 2.5 Modernism

3. Theoretical Foundations
   3.1 What Are Theories in the Psychology of Communication
   3.2 Symbolic Interactionism
   3.3 The Theory of Communicative Action
   3.4 Social Constructivism

4. Communication Models
   4.1 Paul Watzlawick: Axioms of Communication
   4.2 The Lasswell Formula
   4.3 Schulz Von Thun´s Communication Square
   4.4 Neurolinguistic Programming (NLP)

5. Types of Communication
   5.1 Verbal Versus Non-Verbal Communication
   5.2 Empathy and Non-Violent Communication
   5.3 Intercultural Communication

6. Communication Breakdowns
   6.1 Stereotypical Thinking
   6.2 Heuristics and Biases
   6.3 Groupthink

7. Communication With the Media
   7.1 Mass Media
   7.2 Social Networks
   7.3 Human-Computer Interaction

8. Psychology of communication in Practice
   8.1 The Psychology of Negotiation
   8.2 Sales Psychology
   8.3 Psychology of Continuing Education
   8.4 Psychology of (Social) Networking

Literature
Compulsory Reading
Further Reading ▪ Röhner, J. & Schütz, A. (2022). Psychology of Communication. Springer, Berlin. ▪ Watzlawick, P, Beavin Bavelas, J. & Jackson, D. (2011) Pragmatics of Human Communication: A Study of Interactional Patterns, Pathologies and Paradoxes. WW Norton & Co, New York. ▪ Hook, D., Franks, B. & Bauer, M. (2011) The Social Psychology of Communication. Palgrave Macmillan, London.

Study Format Distance Learning

Study Format	Course Type
Distance Learning	Online Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Exam, 90 Minutes

Student Workload					
Self Study	**Contact Hours**	**Tutorial**	**Self Test**	**Independent Study**	**Hours Total**
90 h	0 h	30 h	30 h	0 h	150 h

Instructional Methods	
☐ Learning Sprints®	☐ Review Book
☑ Course Book	☐ Creative Lab
☐ Vodcast	☐ Guideline
☑ Shortcast	☑ Live Tutorium/Course Feed
☑ Audio	☐ Reader
☑ Exam Template	☑ Slides

Psychology of Persuasion

Course Code: DLBKPSPUE01_E

Study Level	Language of Instruction and Examination	Contact Hours	CP	Admission Requirements
BA	English		5	none

Course Description

Human decision-making behavior is influenced by a variety of conscious and unconscious stimuli: In some situations we rely on our gut feeling, while in others we weigh up arguments against each other. Often we do not decide rationally, as we are under time pressure, react intuitively to stimuli or are unable to process information optimally. Sales psychology makes use of human fallibility by systematically examining decision-making situations and developing theories about the conditions under which people can best be convinced of a product or activity. Here, in particular, the research of Robert Cialdini offers an operational psychological toolkit that will be appropriately illuminated in this course. Conversely, persuasion strategies can also contribute to the common good."Nudging" research intensively deals with unconscious "nudges" to achieve better behavior for society. This course will cover the basics and mechanisms of human decision motivation, as well as practical examples of how to optimally persuade customers, employees, or voters.

Course Outcomes

On successful completion, students will be able to

- understand the theories of persuasion.
- distinguish between direct and subtle persuasion techniques.
- evaluate the effectiveness of various persuasion techniques.
- apply persuasion techniques in practice.

Contents

1. Decision-making Behavior
   - 1.1 Kahneman: System 1 and System 2
   - 1.2 Psychological Biases
   - 1.3 Heuristics: Anchors, Availability and Representativeness
2. Persuasion Strategies
   - 2.1 The Elaboration Likelihood Model
   - 2.2 Foot-in-the-Door and Door-in-the-Face Technique
   - 2.3 Priming versus Framing

3. The Weapons of Influence According to Cialdini
   - 3.1 Reciprocity
   - 3.2 Commitment and Consistency
   - 3.3 Social Proof
   - 3.4 Liking
   - 3.5 Authority
   - 3.6 Scarcity
   - 3.7 Unity

4. Nudging
   - 4.1 Definition
   - 4.2 Studies on Nudging
   - 4.3 Ethical Discussion on Nudging

5. Practical Examples
   - 5.1 The Sales Conversation
   - 5.2 Digital Sales Psychology
   - 5.3 The Job Interview

Literature

Compulsory Reading

Further Reading

- Cialdini, R. B. (2001). Influence: Science and practice (4th ed.). Boston: Allyn & Bacon.
- Cialdini, R. B. (2016). Pre-Suasion: A Revolutionary Way to Influence and Persuade. New York: Simon & Schuster.
- Kahneman, Daniel (2011). Thinking, fast and slow. London: Penguin Books.
- Petty, R./Cacioppo, J. (1986): Communication and persuasion. Central and peripheral routes to attitude change. Springer-Verlag, New York.
- Pink, D. (2013). To sell is human: the surprising truth about moving others.New York: Riverhead books.
- Thaler, R./Sunstein, C. (2009). Nudge. Improving Decisions About Health, Wealth, and Happiness, Lpndon: Penguin books.
- Tversky, A./Kahneman, D. (1974): Judgment under Uncertainty: Heuristics and Biases. In: Science, 185. Jg., Heft 4157, S. 1124–1131.

Study Format Distance Learning

Study Format	Course Type
Distance Learning	Online Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Exam, 90 Minutes

Student Workload					
Self Study	**Contact Hours**	**Tutorial**	**Self Test**	**Independent Study**	**Hours Total**
90 h	0 h	30 h	30 h	0 h	150 h

Instructional Methods	
☐ Learning Sprints®	☐ Review Book
☑ Course Book	☐ Creative Lab
☐ Vodcast	☐ Guideline
☑ Shortcast	☑ Live Tutorium/Course Feed
☑ Audio	☐ Reader
☑ Exam Template	☑ Slides

DLBKPSPUE01_E

Agile Management and Leadership

Module Code: DLBAPWAML_E

Module Type	Admission Requirements	Study Level	CP	Student Workload
see curriculum	none	BA	10	300 h

Semester / Term	Duration	Regularly offered in	Language of Instruction and Examination
see curriculum	Minimum 1 semester	WiSe/SoSe	English

Module Coordinator

N.N. (Leadership 4.0) / N.N. (Agile Management)

Contributing Courses to Module

- Leadership 4.0 (DLBWPLS01_E)
- Agile Management (DLBNWAM01_E)

Module Exam Type

Module Exam	Split Exam
	Leadership 4.0 • Study Format "myStudies": Exam, 90 Minutes • Study Format "Distance Learning": Exam, 90 Minutes Agile Management • Study Format "myStudies": Exam, 90 Minutes • Study Format "Distance Learning": Exam, 90 Minutes

Weight of Module

see curriculum

Module Contents

Leadership 4.0

- Conventional Understanding of Leadership
- Management Tools
- Leadership versus Management
- Integral Concept of Humankind as Future-Oriented Model
- Characteristics and Competencies of Leaders
- Leadership Models
- Agile Leadership Instruments

Agile Management

- Introduction to Agile Management
- Drivers of Agility
- Agile Methods
- Agile Organization
- Agile Leadership
- Agile Planning
- Agile Staff Deployment
- Control in agile Organizations
- Digital Tools as a Prerequisite for Agility
- Critical Reflection

Learning Outcomes

Leadership 4.0

On successful completion, students will be able to

- understand the classical theories of leadership and new leadership models.
- distinguish between the terms leadership and management.
- reflect on the understanding of successful leadership models against the background of economic changes.
- develop an understanding of the need for alternative forms of organizational directing.
- implement appropriate leadership methods according to a company's level of complexity.
- draw upon a sound theoretical understanding that they can practice in applied research.

Agile Management

On successful completion, students will be able to

- explain the concept of agile management and name the basic principles as well as the drivers of agility.
- identify important concepts of agilitysuch as Scrum and Kanban and their characteristics.
- describe the basic principles of agile management and explain the influences of agility in relation to the functional management dimensions (organization, leadership, planning, staff deployment, control).
- understand the limits and risks of agility.

Links to other Modules within the Study Program	**Links to other Study Programs of the University**
This module is similar to other modules in the fields of Business Administration & Management	All Bachelor Programs in the Business & Management fields

Leadership 4.0

Course Code: DLBWPLS01_E

Study Level	Language of Instruction and Examination	Contact Hours	CP	Admission Requirements
BA	English		5	none

Course Description

Today, competitiveness depends more than ever on continuous innovation. This puts new demands on the management of companies. The task of successful leaders in innovation and business is no longer to offer direction and solutions, but to create a framework in which others develop innovations. This change, which is currently taking place with full force in companies, requires further developments on classic leadership concepts and its principles.Against the background of digital change and the advance of artificial intelligence, established business models are constantly being put to the test. On the one hand, it is important to work on several projects simultaneously and to adapt flexibly to changing conditions at any time; on the other hand, employees want to be integrated into the work process in a different way. Consideration and flexibility for their personal and family situation play an increasing role. Innovation and business leaders can only meet all these diverse challenges with Leadership by inspiring others to think ahead and act inter-divisionally, in other words, to be visionary. This course tries to convey knowledge, understanding and tools for this challenging field of work.

Course Outcomes

On successful completion, students will be able to

- understand the classical theories of leadership and new leadership models.
- distinguish between the terms leadership and management.
- reflect on the understanding of successful leadership models against the background of economic changes.
- develop an understanding of the need for alternative forms of organizational directing.
- implement appropriate leadership methods according to a company's level of complexity.
- draw upon a sound theoretical understanding that they can practice in applied research.

Contents

1. Basics of the Leadership Concept
   - 1.1 Definition of the Leadership Concept and Leadership Actions
   - 1.2 Development of the Understanding of Leadership
   - 1.3 The Role of Communication in Leadership
   - 1.4 New Challenges for Leadership

2. Leadership Versus Management
   - 2.1 Distinctions between these Concepts
   - 2.2 Relevance of Leadership in the Context of Technological Change
   - 2.3 New Forms of Work as a Challenge for Leadership 4.0

3. Organizational Prerequisites for Successful Leadership
   - 3.1 Launching Corporate Governance Initiatives
   - 3.2 From Process to Project Management
   - 3.3 Managing Limited Resources

4. Personal Factors for Successful Leadership
   - 4.1 Personal Characteristics
   - 4.2 Technological Know-how
   - 4.3 Policy and Compliance

5. Management Tools
   - 5.1 Definition, Differentiation and Challenges
   - 5.2 Use of Direct Management Tools
   - 5.3 Use of Indirect Management Tools

6. Leadership 4.0 Models
   - 6.1 Transformational Leadership
   - 6.2 Leadership as an Agile Role
   - 6.3 Authentic Leadership

7. Leadership 4.0 Case Studies
   - 7.1 Allsafe Jungfalk
   - 7.2 Automattic

Literature
Compulsory Reading
Further Reading ▪ Au, C. v. (eds.) (2017): Characteristics and competencies of leaders. Mindfulness, self-reflection, soft skills and competence systems. Springer, Wiesbaden. ▪ Creusen, U./Eschemann, N. -R./Joahnn, T. (2010): Positive leadership. Psychology of successful leadership. Advanced strategies for the application of the grid model. Gabler, Wiesbaden. ▪ Furtner, M. R. (2017): Empowering Leadership. With self-responsible employees to innovation and top performance. Springer Gabler, Wiesbaden. ▪ Furtner, M. R./Baldegger, U. (2016): Self-Leadership and Leadership. Theories, models and practical implementation. Second edition, Springer Gabler, Wiesbaden. ▪ Manager Magazine Publishing Company (ed.) (2015): Harvard Business Manager Special: Leadership. How does leadership work in the age of digital transformation? A booklet about management in change. 37th year ▪ Hofer, S. (2016): More agile leadership. Simple measures for better teamwork, better performance and higher creativity. Springer Gabler, Wiesbaden. ▪ Kauffeld, S. (Hrsg.) (2014): Work, Organizational and Personnel Psychology for Bachelor. 2nd edition, Springer, Berlin. ▪ Maxwell, J. C. (2016): Leadership. The 21 most important management principles. 8th edition, fountain, pouring. ▪ Wilber, K. (2012): Integral Psychology. Mind, consciousness, psychology, therapy. Arbor, Freiburg.

Study Format myStudies

Study Format	Course Type
myStudies	Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Exam, 90 Minutes

Student Workload					
Self Study	**Contact Hours**	**Tutorial**	**Self Test**	**Independent Study**	**Hours Total**
90 h	0 h	30 h	30 h	0 h	150 h

Instructional Methods	
☐ Learning Sprints®	☐ Review Book
☑ Course Book	☐ Creative Lab
☐ Vodcast	☐ Guideline
☑ Shortcast	☑ Live Tutorium/Course Feed
☑ Audio	☐ Reader
☑ Exam Template	☑ Slides

Study Format Distance Learning

Study Format	Course Type
Distance Learning	Online Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Exam, 90 Minutes

Student Workload					
Self Study	**Contact Hours**	**Tutorial**	**Self Test**	**Independent Study**	**Hours Total**
90 h	0 h	30 h	30 h	0 h	150 h

Instructional Methods	
☐ Learning Sprints®	☐ Review Book
☑ Course Book	☐ Creative Lab
☐ Vodcast	☐ Guideline
☑ Shortcast	☑ Live Tutorium/Course Feed
☑ Audio	☐ Reader
☑ Exam Template	☑ Slides

Agile Management

Course Code: DLBNWAM01_E

Study Level	Language of Instruction and Examination	Contact Hours	CP	Admission Requirements
BA	English		5	none

Course Description

Agility is a new concept that is found in both corporate practice and management literature as a key element of corporate and employee leadership. The course therefore aims for highlighting the meaning as well as the specifics of agile management and to give students an overview of the current state of discussion. The course defines the concepts of agility and agile management and addresses the drivers of agility and the agile concepts, including practical tools such as Scrum and Kanban. The course further defines the concept of management in terms of its functional dimensions (i.e. where management deals with a set of predefined tasks) in order to be able to make a distinction to the institutional dimension of management. Since agility should not be seen as a solution for all corporate issues as it can have its limitations and conflicts, the course concludes with a critical reflection on the influence of agility on the management functions "organization, leadership, planning, staff deployment and control". Agility is not equally suitable for all tasks and can be a health risk for very strongly intrinsically motivated employees. In addition, the simultaneous presence of agile thinking coupled with the hierarchical organizational principle often leads to conflicts that can result in productivity losses.

Course Outcomes

On successful completion, students will be able to

- explain the concept of agile management and name the basic principles as well as the drivers of agility.
- identify important concepts of agilitysuch as Scrum and Kanban and their characteristics.
- describe the basic principles of agile management and explain the influences of agility in relation to the functional management dimensions (organization, leadership, planning, staff deployment, control).
- understand the limits and risks of agility.

Contents

1. Introduction to Agile Management
   - 1.1 Introduction to the topic
   - 1.2 Definition of the term management
   - 1.3 Definition of the term agility
   - 1.4 Agility and Mindset

2. Drivers of Agility
   - 2.1 Agility in response to change
   - 2.2 External drivers for agility
   - 2.3 Internal drivers for agility

3. Agile Concepts
   - 3.1 Scrum
   - 3.2 Kanban
   - 3.3 Further agile methods

4. Agile Organization
   - 4.1 Concept of agile organization
   - 4.2 Self-organization as a core element
   - 4.3 Transformation and maturity model of the organization
   - 4.4 Transformer model for agile organizational development

5. Agile Leadership
   - 5.1 Changed role of the manager
   - 5.2 Concept and principles of agile leadership
   - 5.3 Self-management as a prerequisite for agility

6. Agile Planning
   - 6.1 Concept and principles of agile planning
   - 6.2 Agile Planning
   - 6.3 New planning methods

7. Agile Staff Deployment
   - 7.1 Concept and classification in the staff management process
   - 7.2 Agile strategic workforce planning
   - 7.3 Framework conditions for agile staff deployment

8. Control in Agile Organizations
   - 8.1 Concept and function of control
   - 8.2 Agility and control - a contradiction?
   - 8.3 Management control systems in change

9. Digital Tools as a Prerequisite for Agility
   - 9.1 Collaboration Tools
   - 9.2 New Technologies

10. Critical Reflection
    - 10.1 Agility as a panacea
    - 10.2 Agility as a health risk
    - 10.3 Agility and hierarchy

Literature

Compulsory Reading

Further Reading

- Kotter, J.P. (2012): How the most innovative companies capitalize on today´s rapid fire strategic challenges – and still make their numbers: Accelerate! Harvard Business Review, 90(11), S. 43–58.
- Medinilla, Ángel (2012): Agile Management. Leadership in an Agile Environment. Springer-Verlag, Berlin Heidelberg.
- Moran, Alan (2015): Managing Agile. Strategy, Implementation, Organisation and People. Springer International Publishing Switzerland.
- Perkin, Neil (2019): Agile Transformation. Structures, Processes and Mindsets for the Digital Age. Kogan Page.

Study Format myStudies

Study Format	Course Type
myStudies	Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Exam, 90 Minutes

Student Workload					
Self Study	**Contact Hours**	**Tutorial**	**Self Test**	**Independent Study**	**Hours Total**
90 h	0 h	30 h	30 h	0 h	150 h

Instructional Methods	
☐ Learning Sprints®	☐ Review Book
☑ Course Book	☐ Creative Lab
☐ Vodcast	☐ Guideline
☑ Shortcast	☑ Live Tutorium/Course Feed
☑ Audio	☐ Reader
☑ Exam Template	☑ Slides

Study Format Distance Learning

Study Format	Course Type
Distance Learning	Online Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Exam, 90 Minutes

Student Workload					
Self Study	**Contact Hours**	**Tutorial**	**Self Test**	**Independent Study**	**Hours Total**
90 h	0 h	30 h	30 h	0 h	150 h

Instructional Methods	
☐ Learning Sprints®	☐ Review Book
☑ Course Book	☐ Creative Lab
☐ Vodcast	☐ Guideline
☑ Shortcast	☑ Live Tutorium/Course Feed
☑ Audio	☐ Reader
☑ Exam Template	☑ Slides

DLBNWAM01_E

Media Psychology and User Research

Module Code: DLBAPWMPUR_E

Module Type	Admission Requirements	Study Level	CP	Student Workload
see curriculum	None	BA	10	300 h

Semester / Term	Duration	Regularly offered in	Language of Instruction and Examination
see curriculum	Minimaldauer: 1 Semester	WiSe/SoSe	English

Module Coordinator

N.N. (Media Psychology) / Prof. Dr. Adelka Niels (Introduction to User Research)

Contributing Courses to Module

- Media Psychology (DLBMIMPS01_E)
- Introduction to User Research (DLBUXEUR01_E)

Module Exam Type

Module Exam	Split Exam
	Media Psychology • Study Format "Distance Learning": Exam, 90 Minutes Introduction to User Research • Study Format "myStudies": Exam, 90 Minutes • Study Format "Distance Learning": Exam, 90 Minutes

Weight of Module

see curriculum

Module Contents

Media Psychology

- Basics of Media Psychology
- Human Perception
- Knowledge Representation and Memory
- Media Selection and Media Reception
- Media Impact
- Media and Society

Introduction to User Research

- User Centered Design Approach
- User Research Methods to Determine User Requirements
- Questionnaire Design and Interview Methods
- Observation Techniques
- Methods and Tools of Service Design

Learning Outcomes

Media Psychology

On successful completion, students will be able to

- describe the functioning of visual and auditory perception and the perceptual apparatus.
- describe and delineate concepts and theories of human memory and factors influencing memory.
- describe and delineate concepts and theories of individual media selection and media reception.
- describe and differentiate between models of media effects.
- explain impact theories on selected aspects in the field of media and society.

Introduction to User Research

On successful completion, students will be able to

- understand the approach of User Centered Design and apply it independently
- understand the difference between different User Research methods to determine user requirements and to select project-specific methods.
- know and apply Service Design approaches to the determination and consolidation of user research results.

Links to other Modules within the Study Program	**Links to other Study Programs of the University**
This module is similar to other modules in the fields of Psychology and Methods	All Bachelor Programs in the Social Sciences and Business & Management fields

Media Psychology

Course Code: DLBMIMPS01_E

Study Level	Language of Instruction and Examination	Contact Hours	CP	Admission Requirements
BA	English		5	none

Course Description

This course provides an introduction and overview of the field of media psychology. After giving an overview to this field and its development, the human perceptual apparatus is first introduced and visual and auditory perception processes are discussed.Subsequently, the structure of the human brain as well as theories about memory are explained. Further, the focus is on how individual media selection and media reception work before selected models on media effects are discussed.Last, theories from the field of media and society are presented.

Course Outcomes

On successful completion, students will be able to

- describe the functioning of visual and auditory perception and the perceptual apparatus.
- describe and delineate concepts and theories of human memory and factors influencing memory.
- describe and delineate concepts and theories of individual media selection and media reception.
- describe and differentiate between models of media effects.
- explain impact theories on selected aspects in the field of media and society.

Contents

1. Basics of Media Psychology
   - 1.1 Areas of Psychology and Media Psychology
   - 1.2 History of Media Psychology
   - 1.3 Methods of Media Psychology
2. Human Perception
   - 2.1 Visual Perception
   - 2.2 Visual Pattern Recognition
   - 2.3 Auditory Perception
   - 2.4 Recognition of Spoken Language
   - 2.5 From Perception to Attention

3. Knowledge Representation and Memory
   - 3.1 Brain Regions
   - 3.2 Conceptual Knowledge
   - 3.3 Memory and Brain
   - 3.4 Short-, Medium-, Long-Term Memory
   - 3.5 Factors Influencing Memory Performance

4. Media Selection and Media Reception
   - 4.1 Personal Media Choice
   - 4.2 Cognitive Processing
   - 4.3 Emotions in Media Reception
   - 4.4 Immersion in Medial Worlds

5. Media Impact
   - 5.1 Computer Mediated Communication
   - 5.2 Models of Computer-Mediated Communication
   - 5.3 Social-Cognitive Processes
   - 5.4 Cognitive Media Effects

6. Media and Society
   - 6.1 Media and Advertising
   - 6.2 Media and Politics
   - 6.3 Media-Mediated Stereotypes and Prejudices
   - 6.4 Violence and Pornography in the Media

Literature

Compulsory Reading

Further Reading

- Brewer, G. (2011). Media Psychology, Palgrave, Macmillan.
- Giles, D. C. (2010). Psychology of the Media. London: Palgrave Macmillan.
- Rutledge, P. B. (2013). Arguing for Media Psychology as a Distinct Field. In K. Dill (Ed.), Oxford Handbook of Media Psychology (pp. 43-58). New York: Oxford University Press.

Study Format Distance Learning

Study Format	Course Type
Distance Learning	Online Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Exam, 90 Minutes

Student Workload					
Self Study	**Contact Hours**	**Tutorial**	**Self Test**	**Independent Study**	**Hours Total**
90 h	0 h	30 h	30 h	0 h	150 h

Instructional Methods	
☐ Learning Sprints®	☐ Review Book
☑ Course Book	☐ Creative Lab
☐ Vodcast	☐ Guideline
☑ Shortcast	☑ Live Tutorium/Course Feed
☑ Audio	☐ Reader
☑ Exam Template	☑ Slides

Introduction to User Research

Course Code: DLBUXEUR01_E

Study Level	Language of Instruction and Examination	Contact Hours	CP	Admission Requirements
BA	English		5	None

Course Description

The goal is to teach user research techniques for the derivation of user requirements. For this purpose, the approach of User Centered Design is introduced to the students. Special attention is given to the planning of the context of use analysis. The main focus of the course is on the teaching of user research methods, which students can select and apply on a project-specific basis after completing the course. Besides interview methods, observation techniques are taught. The design of questionnaires, observation protocols as well as the development of moderation guidelines for Focus Groups are also covered. The course concludes with the derivation and consolidation of qualitative and quantitative user requirements. In addition, the approach to Service Design will be discussed and specific Service Design methods and tools are presented.

Course Outcomes

On successful completion, students will be able to

- understand the approach of User Centered Design and apply it independently
- understand the difference between different User Research methods to determine user requirements and to select project-specific methods.
- know and apply Service Design approaches to the determination and consolidation of user research results.

Contents

1. Basics and Definitions of Terms
   - 1.1 Definitions of User Research and User Requirements
   - 1.2 Goals and challenges of User Research
2. Basic Idea of the User Centered Design
   - 2.1 Understanding
   - 2.2 Design
   - 2.3 Envision
   - 2.4 Evaluate
   - 2.5 Iterative Design
   - 2.6 Implementation

3. Planning User Context Analysis
   - 3.1 Reason, goals and procedure of the user context analysis
   - 3.2 Select and recruit users for data collection
   - 3.3 Preparatory Desk Research
   - 3.4 Work products and roles in User Requirements Engineering

4. User Research Methods for the Determination of User Requirements
   - 4.1 Observation Methods
   - 4.2 Interview Methods
   - 4.3 Questionnaires
   - 4.4 Focus Groups
   - 4.5 Cultural Probes

5. From User Context Information to User Requirements
   - 5.1 Identify Requirements
   - 5.2 Qualitative and Quantitative User Requirements
   - 5.3 Derive and structure User Requirements
   - 5.4 Consolidate User Requirements

6. Service Design Methods
   - 6.1 Objectives and Approaches
   - 6.2 User Journeys and Service Blueprints
   - 6.3 System Maps
   - 6.4 Writing User Stories
   - 6.5 Writing Research Reports

Literature

Compulsory Reading

Further Reading

- Baxter, K., Courage, C., & Caine, K. (2015). Understanding your users (2nd ed.). Morgan Kaufmann.
- Goodman, E., Kuniavsky, M., & Moed, A. (2020). Observing the user experience (2nd ed.). MorganKaufmann.
- Marsh, S. (2018). User research: A practical guide to designing better products and services. KoganPage.
- Norman, D. (2013). The design of everyday things: Revised and expanded edition (2nd ed.). BasicBooks.
- Savarit, E. (2020). Practical user research. Springer.

Study Format myStudies

Study Format	Course Type
myStudies	Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Exam, 90 Minutes

Student Workload					
Self Study	**Contact Hours**	**Tutorial**	**Self Test**	**Independent Study**	**Hours Total**
90 h	0 h	30 h	30 h	0 h	150 h

Instructional Methods	
☐ Learning Sprints®	☐ Review Book
☑ Course Book	☐ Creative Lab
☐ Vodcast	☐ Guideline
☑ Shortcast	☑ Live Tutorium/Course Feed
☑ Audio	☐ Reader
☑ Exam Template	☑ Slides

Study Format Distance Learning

Study Format	**Course Type**
Distance Learning	Online Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Exam, 90 Minutes

Student Workload					
Self Study	**Contact Hours**	**Tutorial**	**Self Test**	**Independent Study**	**Hours Total**
90 h	0 h	30 h	30 h	0 h	150 h

Instructional Methods	
☐ Learning Sprints®	☐ Review Book
☑ Course Book	☐ Creative Lab
☐ Vodcast	☐ Guideline
☑ Shortcast	☑ Live Tutorium/Course Feed
☑ Audio	☐ Reader
☑ Exam Template	☑ Slides

DLBUXEUR01_E

6. Semester

Health Psychology: Interventions

Module Code: DLBAPWGPI_E

Module Type	Admission Requirements	Study Level	CP	Student Workload
see curriculum	DLBGPGPTBI01_E	BA	10	300 h

Semester / Term	Duration	Regularly offered in	Language of Instruction and Examination
see curriculum	Minimum 1 semester	WiSe/SoSe	English

Module Coordinator

N.N. (Health Psychology: Theory Based Interventions) / N.N. (Project: Stress Management and Relaxation Techiques)

Contributing Courses to Module

- Health Psychology: Theory Based Interventions (DLBGPGPTBI01_E)
- Project: Stress Management and Relaxation Techiques (DLBGPPSME01_E)

Module Exam Type

Module Exam	Split Exam
	Health Psychology: Theory Based Interventions • Study Format "Distance Learning": Written Assessment: Written Assignment Project: Stress Management and Relaxation Techiques • Study Format "Distance Learning": Written Assessment: Project Report

Weight of Module

see curriculum

Module Contents

Health Psychology: Theory Based Interventions

- Cognitive Behavioral Therapy
- Relaxation and Mindfulness
- Motivational Interviewing
- Social Skills and Support
- Multimodal Stress Management
- Further Components of Multimodal Stress Management Programs

Project: Stress Management and Relaxation Techiques

Stress management programs can focus on the stress response, on the stress stimulus, and on a transactional understanding. Thus, techniques can focus on the stressor (instrumental), its cognitive evaluation (mental) or the regeneration afterward (palliative-regenerative). The module deals both with the question of when which techniques could be used as well as with the self-experience and critical reflection of these techniques - including different relaxation techniques.

Learning Outcomes

Health Psychology: Theory Based Interventions

On successful completion, students will be able to

- name and understand cognitive, behavioral techniques for health behavior change.
- understand and explain the different elements of multimodal stress management programs.
- describe the body of evidence for each of the building blocks of health behavior and stress management interventions.
- explain the importance of the multimodal elements of stress management.

Project: Stress Management and Relaxation Techiques

On successful completion, students will be able to

- integrate different stress management techniques into a multimodal stress management program.
- effectively teach and adapt a stress management program.
- understand and apply stress management techniques based on different approaches to stress.
- better organize and communicate the stress management techniques and relaxation exercises by means of self-experience.
- know and apply different relaxation techniques.
- critically and analytically reflect on a multimodal stress management program.

Links to other Modules within the Study Program	Links to other Study Programs of the University
This module is similar to other modules in the fields of Psychology	All Bachelor Programs in the Social Sciences fields

Health Psychology: Theory Based Interventions

Course Code: DLBGPGPTBI01_E

Study Level	Language of Instruction and Examination	Contact Hours	CP	Admission Requirements
BA	English		5	none

Course Description

Health psychological theory-based interventions include both general cognitive behavioral techniques that are broadly applicable, such as self-monitoring and self-control, stimulus control, and relapse prevention techniques, as well as interventions that are particularly applied to multimodal coping with stress, such as instrumental, cognitive, and palliative-regenerative stress management. Most techniques fall between the two areas of application, such as relaxation exercises (e.g., supplemented with assessment of thoughts and events), social training, and motivational interviewing. Some of these techniques are used as part of multimodal stress management programs, such as time management or sleep hygiene. These techniques are based on well-researched models, such as cognitive-behavioral approaches and transactional perspectives on stress. In addition, the current body of evidence of the effects of these techniques is discussed. These elements will be considered critically and analytically in a final term paper.

Course Outcomes

On successful completion, students will be able to

- name and understand cognitive, behavioral techniques for health behavior change.
- understand and explain the different elements of multimodal stress management programs.
- describe the body of evidence for each of the building blocks of health behavior and stress management interventions.
- explain the importance of the multimodal elements of stress management.

Contents

1. Cognitive Behavioral Therapy
   - 1.1 Self-Control
   - 1.2 Self-Observation
   - 1.3 Stimulus Control
   - 1.4 Self-Reinforcement/Self-Punishment
   - 1.5 Behavioral Tasks: Exposure Methods
   - 1.6 Relapse Prevention

2. Relaxation and Mindfulness
   - 2.1 Progressive Muscle Relaxation
   - 2.2 Autogenic Training
   - 2.3 Imagination
   - 2.4 Mindfulness and Acceptance

3. Motivational Interviewing
   - 3.1 Treatment Processes: Engaging, Focusing, Evoking, Planning
   - 3.2 Conversation Techniques

4. Social Skills and Support
   - 4.1 Training of Social Competences
   - 4.2 Assertion
   - 4.3 Social Support and Networking

5. Multimodal Stress Management
   - 5.1 Instrumental Stress Management
   - 5.2 Cognitive Stress Management
   - 5.3 Palliative-Regenerative Stress Management

6. Further Building Blocks of Multimodal Stress Management Programs
   - 6.1 Health Behavior and Stress: Exercise, Nutrition and Addiction
   - 6.2 Sleep Hygiene
   - 6.3 Changing Counterproductive Coping Strategies
   - 6.4 Overview and Body of Evidence of Multimodal Stress Management

Literature

Compulsory Reading

Further Reading

- Miller, W. R., & Rollnick, S. (2015). Motivational Interviewing. Helping People Change (3rd ed.). Guilford Press.
- Revenson, T. R., & Gurung, R. A. R. (2018). Handbook of Health Psychology. Routledge.
- Hofmann, S. G., Dozois, D. J., Rief, W. E., & Smits, J. A. (2014). The Wiley handbook of cognitive behavioral therapy. Wiley Blackwell.

Study Format Distance Learning

Study Format	Course Type
Distance Learning	Online Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Written Assessment: Written Assignment

Student Workload					
Self Study	**Contact Hours**	**Tutorial**	**Self Test**	**Independent Study**	**Hours Total**
110 h	0 h	20 h	20 h	0 h	150 h

Instructional Methods	
☐ Learning Sprints®	☐ Review Book
☑ Course Book	☐ Creative Lab
☐ Vodcast	☑ Guideline
☑ Shortcast	☑ Live Tutorium/Course Feed
☑ Audio	☐ Reader
☐ Exam Template	☑ Slides

Project: Stress Management and Relaxation Techiques

Course Code: DLBGPPSME01_E

Study Level	Language of Instruction and Examination	Contact Hours	CP	Admission Requirements
BA	English		5	DLBGPGPTBI01_E

Course Description

Health psychological theory-based interventions are the basis of this applied project. Students will be given additional practice material and will first develop a multimodal stress management program based on their own stressors and stress responses. This program will include Stress management techniques focusing on the stressor, its cognitive evaluation and the regeneration afterwards. Students will then apply this program to themselves. In addition, several different types of relaxation (Progressive Muscle Relaxation, Autogenic Training, Imagination and 'Mindfulness') will be practiced. The results will be elaborated in writing and summarized as a project report. The aim is to critically and analytically examine the theory-based interventions on the basis of one's own experience and the scientific evidence.

Course Outcomes

On successful completion, students will be able to

- integrate different stress management techniques into a multimodal stress management program.
- effectively teach and adapt a stress management program.
- understand and apply stress management techniques based on different approaches to stress.
- better organize and communicate the stress management techniques and relaxation exercises by means of self-experience.
- know and apply different relaxation techniques.
- critically and analytically reflect on a multimodal stress management program.

Contents

- Students will put together a multimodal stress management program for themselves using different stress management techniques. They will then implement this program, including various relaxation exercises, on themselves. This self-experience will be elaborated in writing to reflect critically and analytically on the theory-based interventions. The results will be documented in an overall project report.

Literature
Compulsory Reading
Further Reading ▪ Chiesa, A. & Serretti, A. (2009). Mindfulness-based stress reduction for stress management in healthy people: A review and meta-analysis. Journal of Alternative and Complementary Medicine, 15 (5), 593-600. ▪ Kabat-Zinn, J. (2003). Mindfulness-based stress reduction (MBSR). Constructivism in the Human Sciences, 8 (2), 73-107. ▪ Kaluza, G. (2022). Calm and confident under stress. The stress competence book: Recognize, understand, manage stress. Springer.

Study Format Distance Learning

Study Format	Course Type
Distance Learning	Project

Information about the examination	
Examination Admission Requirements	**BOLK:** no **Course Evaluation:** no
Type of Exam	Written Assessment: Project Report

Student Workload					
Self Study	**Contact Hours**	**Tutorial**	**Self Test**	**Independent Study**	**Hours Total**
120 h	0 h	30 h	0 h	0 h	150 h

Instructional Methods	
☐ Learning Sprints®	☐ Review Book
☐ Course Book	☐ Creative Lab
☐ Vodcast	☑ Guideline
☐ Shortcast	☐ Live Tutorium/Course Feed
☐ Audio	☐ Reader
☐ Exam Template	☑ Slides

Negotiation and Facilitation of Groups

Module Code: DLBAPSENFG

Module Type	Admission Requirements	Study Level	CP	Student Workload
see curriculum	none	BA	10	300 h

Semester / Term	Duration	Regularly offered in	Language of Instruction and Examination
see curriculum	Minimum 1 semester	WiSe/SoSe	English

Module Coordinator

Prof. Dr. Andreas Herrmann (Negotiation I) / N.N. (Facilitation of Groups)

Contributing Courses to Module

- Negotiation I (DLBNEGE01)
- Facilitation of Groups (DLBKPSMVG01_E)

Module Exam Type

Module Exam	Split Exam
	Negotiation I • Study Format "Distance Learning": Written Assessment: Written Assignment Facilitation of Groups • Study Format "Distance Learning": Exam

Weight of Module

see curriculum

Module Contents

Negotiation I

- The Significance and Nature of Negotiation
- Transaction Setup ▪ Rationality
- The Distribution of Value
- Distributive Negotiation Tactics

Facilitation of Groups

- Definition: Group and Group Formation
- Group Performance: Influencing factors
- Facilitation Process and Techniques
- Practical Examples for the Facilitation of Different Groups

Learning Outcomes

Negotiation I

On successful completion, students will be able to

- understand the significance and two-sided nature of negotiation.
- recognize the components of a transaction and its setup.
- appreciate the paramount importance of rationality in the work of the negotiator.
- understand the significance of competitive value distribution and analyze the associated tactics.

Facilitation of Groups

On successful completion, students will be able to

- understand the definition, structure and performance of groups.
- name different facilitation techniques.
- understand the advantages and disadvantages of individual techniques.
- internalize the process of successful facilitation and apply it yourself.

Links to other Modules within the Study Program	Links to other Study Programs of the University
This module is similar to other modules in the fields of Psychology	All Bachelor Programmes in the Social Sciences fields

Negotiation I

Course Code: DLBNEGE01

Study Level	Language of Instruction and Examination	Contact Hours	CP	Admission Requirements
BA	English		5	none

Course Description

The course enables students to learn both about negotiation and how to negotiate. In order to understand the rules that govern the interpersonal decision-making process that is negotiation, it is essential to have an in-depth understanding of the two sides of negotiation: the distribution of value and the creation of value. This course introduces students to the pervasive nature of negotiation and some of the common myths and misconceptions that limit the potential benefits to be gained through effective negotiation. The preliminary steps to establish an effective negotiation and the mindset to be adopted in the negotiation are explored before delving into the concept of distribution value and the specific tactics that can be employed in order to arrive at the most favorable outcome. This part of the course is concluded by insights into how individuals (and organizations) can learn how to negotiate better. Empirical insight is presented together with actual real world examples.

Course Outcomes

On successful completion, students will be able to

- understand the significance and two-sided nature of negotiation.
- recognize the components of a transaction and its setup.
- appreciate the paramount importance of rationality in the work of the negotiator.
- understand the significance of competitive value distribution and analyze the associated tactics.

Contents

1. The Significance and Nature of Negotiation
   - 1.1 The Nature and Types of Negotiation
   - 1.2 Misconceptions About Negotiation and Myths About Negotiators
2. Transaction Setup
   - 2.1 The Other Party
   - 2.2 The Contract

3. Rationality
   - 3.1 Cognitive Illusions
   - 3.2 Overconfidence
   - 3.3 The Irrational Escalation of Commitment
   - 3.4 Anchoring

4. The Distribution of Value
   - 4.1 The Pie: Zone of Possible Agreement
   - 4.2 Slicing the Pie: Maximizing Distributive Outcomes

5. Distributive Negotiation Tactics
   - 5.1 Distributive Negotiation To-Dos
   - 5.2 Learning Transfer

Literature

Compulsory Reading

Further Reading

- Brett, J. M. (2014). Negotiating globally: How to negotiate deals, resolve dispute, and make decisions across cultural boundaries. San Francisco: Jossey-Bass.
- De Cremer, D., & Pillutla, M. (2013). Making negotiations predictable: What science tells us. Basingstoke: Palgrave Macmillan.
- Diekmann, K., & Galinsky, A. D. (2006). Overconfident, underprepared: Why you may not be ready to negotiate. Negotiation, 9(10), 6–9.
- Kahneman, D. (2011). Thinking, fast and slow. London: Penguin Books.
- Katz, G. (2011). Intercultural negotiations: The unique case of Germany and Israel. Berlin: Books on Demand.
- Schneider, A. K. (2002). Shattering negotiation myths: Empirical evidence on the effectiveness of negotiation style. Harvard Negotiation Law Review, 7, 143.
- Thompson, L. (2014). The mind and heart of the negotiator. London: Pearson.

Study Format Distance Learning

Study Format	Course Type
Distance Learning	Online Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Written Assessment: Written Assignment

Student Workload					
Self Study	**Contact Hours**	**Tutorial**	**Self Test**	**Independent Study**	**Hours Total**
110 h	0 h	20 h	20 h	0 h	150 h

Instructional Methods	
☐ Learning Sprints®	☐ Review Book
☑ Course Book	☐ Creative Lab
☑ Vodcast	☐ Guideline
☐ Shortcast	☐ Live Tutorium/Course Feed
☑ Audio	☐ Reader
☐ Exam Template	☑ Slides

Facilitation of Groups

Course Code: DLBKPSMVG01_E

Study Level	Language of Instruction and Examination	Contact Hours	CP	Admission Requirements
BA	English		5	none

Course Description

Well-managed teams make a significant contribution to the success of a company, achieve top sporting performances or carry out valuable reconstruction work after crises. Even if it seems logical that a group is capable of more performance than individuals, it is not always possible to use this potential efficiently: Group dynamics often lead to a performance decline on the individual level. This can be due to the reliance on others, mutual obstruction, or emotional distraction. This course will first focus on the definition of groups and group processes. Then the question will be pursued how the willingness to perform develops in groups and how it can finally be increased by skillful facilitation techniques. On the basis of various practical examples, different facilitation techniques are presented and the respective advantages and disadvantages are discussed.

Course Outcomes

On successful completion, students will be able to

- understand the definition, structure and performance of groups.
- name different facilitation techniques.
- understand the advantages and disadvantages of individual techniques.
- internalize the process of successful facilitation and apply it yourself.

Contents

1. Groups and Group Processes
   - 1.1 Definition of Groups and Group Formation
   - 1.2 Group Processes
   - 1.3 Group Formation
   - 1.4 Social Influence

2. Group Performance
- 2.1 Influences on Group Performance
- 2.2 Coordination Losses
- 2.3 Losses and Gains in Motivation
- 2.4 Influences on Cognition - Common Knowledge Construction
- 2.5 Social Facilitation vs. Social Inhibition
- 2.6 An Example to Illustrate: Brainstorming and Group Performance

3. Basics of Facilitation
- 3.1 Definition of Facilitation
- 3.2 Participants in a Facilitation
- 3.3 Phases of a Facilitation

4. Facilitation Methods
- 4.1 Introductions
- 4.2 Warm-Ups
- 4.3 Asking Questions
- 4.4 Prioritization

5. Facilitation of Focus Groups
- 5.1 Definition of Focus Group
- 5.2 Focus Group Procedure
- 5.3 Recognizing Group Dynamics
- 5.4 Dealing With Disturbances

6. Examples of Facilitation from Experience
- 6.1 Practical Examples of Facilitation
- 6.2 Facilitation of Large Groups
- 6.3 Project Groups
- 6.4 Digital Facilitation

Literature
Compulsory Reading
Further Reading ▪ Klocke, U. (2007): How to improve decision making in small groups: Effects of dissent and training interventions. In: Small Group Research, 38th ed. 3, pp. 437-468. ▪ Hewstone, M. & Stroebe, W. (Eds.). (2021). An Introduction to Social Psychology, 7th Edition. Wiley, Hoboken. ▪ Moreland, R. L./Levine, J. M. (1982): Socialization in small groups: Temporal changes in ▪ individual-group relations. In: Berkowitz, L. (Hrsg.): Advances in experimental social psychology. Academic Press, New York, S. 137–192. ▪ Tippin, M./Chin, D./Kahlbach, J. (2019): The Definitive Guide To Facilitating Remote ▪ Workshops: Insights, tools, and case studies from digital-first companies and ▪ expert facilitators. 2. Auflage, Independent Publishing Platform, Silicon Valley.

Study Format Distance Learning

Study Format	Course Type
Distance Learning	Online Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Exam

Student Workload					
Self Study	**Contact Hours**	**Tutorial**	**Self Test**	**Independent Study**	**Hours Total**
90 h	0 h	30 h	30 h	0 h	150 h

Instructional Methods	
☐ Learning Sprints®	☐ Review Book
☑ Course Book	☐ Creative Lab
☐ Vodcast	☐ Guideline
☑ Shortcast	☑ Live Tutorium/Course Feed
☑ Audio	☐ Reader
☑ Exam Template	☑ Slides

DLBKPSMVG01_E

Organizational Development and Change Management

Module Code: DLBWPOCM_E

Module Type	Admission Requirements	Study Level	CP	Student Workload
see curriculum	none	BA	10	300 h

Semester / Term	Duration	Regularly offered in	Language of Instruction and Examination
see curriculum	Minimum 1 semester	WiSe/SoSe	English

Module Coordinator

Dirk Steffens (Organizational Development) / Prof. Dr. Dirk Steffens (Change Management)

Contributing Courses to Module

- Organizational Development (DLBWPOCM01_E)
- Change Management (DLBDBCM01_E)

Module Exam Type

Module Exam	Split Exam
	Organizational Development • Study Format "Distance Learning": Exam, 90 Minutes Change Management • Study Format "Distance Learning": Exam, 90 Minutes • Study Format "myStudies": Exam, 90 Minutes

Weight of Module

see curriculum

Module Contents

Organizational Development

- Organizational Development
- Framework conditions for organizational change Concepts of organizational development Organizations in transition
- New forms of organization
- Organizational design
- Problem areas and intervention techniques
- Evaluation of success and transfer

Change Management

- Introduction to Change Management
- Understanding and shaping change
- Phase models of change management
- Phases of the change process
- Change communication
- Influencing factors and typical errors in change management
- Operational instruments in the context of change management

Learning Outcomes

Organizational Development

On successful completion, students will be able to

- explain the basic principles of organizational development.
- name the human relation theories in organizational development.
- explain points of criticism of organizational development.
- name the implications of Systemic Organizational Development.
- outline the importance and design of corporate culture within organizational development.
- name the characteristics of a learning organization.
- show possible development paths towards the learning organization.

Change Management

On successful completion, students will be able to

- explain the management of change in its broadest sense.
- identify the characteristics and procedures by which necessary changes in companies can beidentified and designed.
- grasp the basics of processes in change management and communicate them to otherparticipants.
- identify and analyze the need for change.
- outline typical tasks of managers in initiating and accompanying change processes.
- explain essential and effective techniques and tools of change processes and apply them.
- evaluate the success of change processes and measures.
- develop meaningful ways of dealing with resistance that arises in the change process.

Links to other Modules within the Study Program	**Links to other Study Programs of the University**
This module is similar to other modules in the field(s) of Business Administration & Management	All Bachelor Programs in the Business & Management field(s)

Organizational Development

Course Code: DLBWPOCM01_E

Study Level	Language of Instruction and Examination	Contact Hours	CP	Admission Requirements
BA	English		5	none

Course Description

To remain competitive, all organizations are subject to constant change. To shape this change positively is a key function of the responsible managers and a sign of successful management. Frequently, reasons such as the discontinuation or the development of new business fields, mergers and relocations are decisive, but also continuous company growth; technological improvements and social changes are reasons for partly far-reaching measures for the further development of organizations. This knowledge is of central importance for implementing changes. This course shows the most important human relation theories that serve as a basis for organizational development. Since the corporate culture is a central component of organizational development, both the analysis and the development of the corporate culture are presented. It also discusses the most important aspects of learning organization.

Course Outcomes

On successful completion, students will be able to

- explain the basic principles of organizational development.
- name the human relation theories in organizational development.
- explain points of criticism of organizational development.
- name the implications of Systemic Organizational Development.
- outline the importance and design of corporate culture within organizational development.
- name the characteristics of a learning organization.
- show possible development paths towards the learning organization.

Contents

1. Organizational Understanding of Organizational Development
   - 1.1 Organization concept
   - 1.2 Development of organizational theory approaches
   - 1.3 Organizational principles and forms of organization
2. Basics of Organizational Development
   - 2.1 Definition and delimitations
   - 2.2 Historical origins of organizational development
   - 2.3 Criticism of the concept of organizational development

3. Model Assumptions of Organizational Development
   - 3.1 Human relation theories in organizational development
   - 3.2 Phase models
   - 3.3 Organizational burn-out and organizational resilience

4. Systemic Organizational Development
   - 4.1 Theoretical basics
   - 4.2 Implications for systemic organizational development

5. Development of Corporate Culture
   - 5.1 Theoretical basics
   - 5.2 Culture Analysis
   - 5.3 Cultural Development

6. Development of Organizational Learning
   - 6.1 Basic ideas and definitions
   - 6.2 Learning levels: How do organizations learn?
   - 6.3 Development of the learning organization

Literature

Compulsory Reading

Further Reading

- Cummings, T. G. (2009): Handbook of Organization Development. Sage Pub, Thousand Oaks.
- Kozlowski, S. W. J./Salas, E. (2010): Learning, training, and development in organizations. Routledge, New York.
- Laloux, F. (2015): Reinventing Organizations. An Illustrated Innovation to Join the Conversation on Next-Stage Organizations. Nelson Parker.
- Simons, R. (2005): Levers of Organization: How Managers uns Accountability Systems for Greater Performance and Commitment. Boston Harvard Business School Publishing, Boston.
- Tolbert, P. S./Hall, R. H. (2016): Organizations – Structures, Processes, and Outcomes. 10th Edt. Routledge, New York.

Study Format Distance Learning

Study Format	Course Type
Distance Learning	Online Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Exam, 90 Minutes

Student Workload					
Self Study	**Contact Hours**	**Tutorial**	**Self Test**	**Independent Study**	**Hours Total**
90 h	0 h	30 h	30 h	0 h	150 h

Instructional Methods	
☐ Learning Sprints®	☐ Review Book
☑ Course Book	☐ Creative Lab
☐ Vodcast	☐ Guideline
☑ Shortcast	☐ Live Tutorium/Course Feed
☐ Audio	☐ Reader
☑ Exam Template	☑ Slides

Change Management

Course Code: DLBDBCM01_E

Study Level	Language of Instruction and Examination	Contact Hours	CP	Admission Requirements
BA	English		5	none

Course Description

The pace of change in markets, technologies and customer behavior has increased significantly.These developments offer growth opportunities for companies - new business models, mergingmarkets, changed customer behavior. To utilize future potentials, companies need to implementchanges effectively and quickly. To do this, it is essential to know the meaning, structure, roles ofthe people involved, possible bottle neck situations and communication within the framework ofchange management. A great number of change programs regularly fail in the operationalimplementation. Therefore, knowledge of the systematic approach to the change process isnecessary to successfully manage change in and of the company. People and processes play acentral role in this procedure.

Course Outcomes

On successful completion, students will be able to

- explain the management of change in its broadest sense.
- identify the characteristics and procedures by which necessary changes in companies can beidentified and designed.
- grasp the basics of processes in change management and communicate them to otherparticipants.
- identify and analyze the need for change.
- outline typical tasks of managers in initiating and accompanying change processes.
- explain essential and effective techniques and tools of change processes and apply them.
- evaluate the success of change processes and measures.
- develop meaningful ways of dealing with resistance that arises in the change process.

Contents

1. Introduction to Change Management
   - 1.1 Terms and Definitions
   - 1.2 Limitations of Change Management
   - 1.3 Models of Change

2. Causes and Triggers of Change
   - 2.1 Change and Transformation
   - 2.2 External Triggers of Change
   - 2.3 Internal Triggers for Change

3. The company as an Obstacle to Change
   - 3.1 Obstacles at Organizational Level
   - 3.2 Collective Obstacles
   - 3.3 Economic Obstacles

4. Resistance at Individual Level
   - 4.1 Manifestations of Individual Resistance
   - 4.2 Causes and Triggers of Individual Resistance
   - 4.3 Actions towards Resistance

5. Change as a Management Task
   - 5.1 Success Factors of Change Management
   - 5.2 Management Tasks in Change
   - 5.3 Change Management Activity Plans

6. Leading Change
   - 6.1 Success Factor: Leadership and Manager
   - 6.2 Leadership Roles and Functions
   - 6.3 Change Communication

7. Management of Change Projects
   - 7.1 Change Management Models
   - 7.2 Organization of Change Management
   - 7.3 Controlling and Evaluation of Change Projects

Literature

Compulsory Reading

Further Reading

- Burke, W. W. (2011): Organization Change. 3rd edition, Corwin Press, Thousand Oaks.
- Carnall, C. (2014): Managing Change in Organizations. 6th edition, Pearson, Harlow.
- Hughes, M. (2016): The Leadership of Organizational Change. Routledge, New York.
- Laloux, F. (2014): Reinventing organizations: a guide to creating organizations inspired by thenext stage of human consciousness. Nelson Parker, Brussels.

Study Format Distance Learning

Study Format	Course Type
Distance Learning	Online Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Exam, 90 Minutes

Student Workload					
Self Study	**Contact Hours**	**Tutorial**	**Self Test**	**Independent Study**	**Hours Total**
90 h	0 h	30 h	30 h	0 h	150 h

Instructional Methods	
☐ Learning Sprints®	☐ Review Book
☑ Course Book	☐ Creative Lab
☐ Vodcast	☐ Guideline
☑ Shortcast	☐ Live Tutorium/Course Feed
☑ Audio	☐ Reader
☑ Exam Template	☑ Slides

Study Format myStudies

Study Format	Course Type
myStudies	Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Exam, 90 Minutes

Student Workload					
Self Study	**Contact Hours**	**Tutorial**	**Self Test**	**Independent Study**	**Hours Total**
90 h	0 h	30 h	30 h	0 h	150 h

Instructional Methods	
☐ Learning Sprints®	☐ Review Book
☑ Course Book	☐ Creative Lab
☐ Vodcast	☐ Guideline
☑ Shortcast	☐ Live Tutorium/Course Feed
☑ Audio	☐ Reader
☑ Exam Template	☑ Slides

Psychology of Human Computer Interaction

Module Code: DLBKPSWPMCI_E

Module Type	Admission Requirements	Study Level	CP	Student Workload
see curriculum	none	BA	10	300 h

Semester / Term	Duration	Regularly offered in	Language of Instruction and Examination
see curriculum	Minimum 1 semester	WiSe/SoSe	English

Module Coordinator

N.N. (Experience Psychology) / N.N. (Human Computer Interaction)

Contributing Courses to Module

- Experience Psychology (DLBUXEP01_E)
- Human Computer Interaction (DLBUXHCI01_E)

Module Exam Type

Module Exam	Split Exam
	Experience Psychology • Study Format "Distance Learning": Exam, 90 Minutes Human Computer Interaction • Study Format "Distance Learning": Exam, 90 Minutes

Weight of Module

see curriculum

Module Contents

Experience Psychology

- Physiological and Psychological Basics of User Experience
- Future Human-Machine Relationships based on Artificial Intelligence
- Emotional Impact of Design
- User Experience regarding Design Aspects

Human Computer Interaction

- Basics of Human Information Processing
- Physiological and Psychological Aspects of Human Perception, Cognition and Behavior
- Technical Framework of Human-Computer Interaction
- Trends in Human-Computer Interaction

Learning Outcomes

Experience Psychology

On successful completion, students will be able to

- outline physiological and psychological basics of user experience.
- understand the emotional impact of design and typography and apply them to specific fields.
- apply principles of Emotional Design.
- understand developments in the human-machine relationship based on future technologies such as artificial intelligence.
- understand and apply aspects of user experience design.

Human Computer Interaction

On successful completion, students will be able to

- understand the human basics of perception, information processing, cognition, and motor skills in order to apply them for a user-friendly design of user interfaces.
- understand technical frameworks in the design of user interfaces.
- know and analyze current trends in human-computer interaction.

Links to other Modules within the Study Program	**Links to other Study Programs of the University**
This module is similar to other modules in the fields Psychology and Computer Science & Software Development	All Bachelor Programs in the Social Sciences and IT & Technology fields

Experience Psychology

Course Code: DLBUXEP01_E

Study Level	Language of Instruction and Examination	Contact Hours	CP	Admission Requirements
BA	English		5	none

Course Description

The aim is to teach students the psychological and physiological principles of humans, which are of great importance for the design of digital products and services. First, an overview of the psychological aspects of user experience is given. In addition to emotions, motives and personality traits, the functions of the brain are also discussed. Furthermore, the course teaches the emotional effect that can be created through the use of images, colors and shapes as well as typography. Principles of Emotional Design are taught. In addition, the effect of future technologies such as artificial intelligence in the human-machine relationship will be discussed. A final focus will be placed on design and its importance for user experience.

Course Outcomes

On successful completion, students will be able to

- outline physiological and psychological basics of user experience.
- understand the emotional impact of design and typography and apply them to specific fields.
- apply principles of Emotional Design.
- understand developments in the human-machine relationship based on future technologies such as artificial intelligence.
- understand and apply aspects of user experience design.

Contents

1. Basics and Explanations of Terms
   - 1.1 Explanation of terms
   - 1.2 User Experience over Time
   - 1.3 Interaction of Psychology and Design
2. How "Experience" Works in the Brain
   - 2.1 Anatomy of the Human Brain
   - 2.2 Limbic System
   - 2.3 Main Components of a Nerve Cell
   - 2.4 Brain Research and Marketing Myths

3. Personal Drivers: Emotions, Motives and Personality Traits
   3.1 Reward and Avoidance System
   3.2 Motives and Goals
   3.3 Personality Traits of the Human Being
   3.4 Relevance, Credibility and Differentiation

4. Emotional Design: Retrospect and Future
   4.1 Different Levels of Emotional Design
   4.2 Design Principles of Emotional Design
   4.3 Emotional Design and Technology
   4.4 Emotion and Artificial Intelligence
   4.5 The Future of the Human-Machine Relationship

5. How Design works
   5.1 Effect of Images
   5.2 Effect of Colors
   5.3 Effect of Shapes

6. How typography works
   6.1 Basics of Typography
   6.2 Effect of Typography
   6.3 Target use of Typography

7. Design of User Experience
   7.1 From User-Friendliness to Information Experience
   7.2 Design of the Flow Experience
   7.3 The Role of Aesthetics
   7.4 Emotional Inspiration

Literature
Compulsory Reading
Further Reading ▪ Evans, D. C. (2017): Bottlenecks: Aligning UX Design with User Psychology. Apress, Springer Science + Business, New York. ▪ Kahneman, D. (2011): Thinking, fast and slow. Penguin Books, London. ▪ Norman, D. (2013): The design of everyday things. Revised and expanded edition. Basic Books, New York. ▪ Turner, P. (2017): A Psychology of User Experience. Human Computer Interaction Series. Springer International Publishing, Cham/Switzerland.

Study Format Distance Learning

Study Format	Course Type
Distance Learning	Online Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Exam, 90 Minutes

Student Workload					
Self Study	**Contact Hours**	**Tutorial**	**Self Test**	**Independent Study**	**Hours Total**
90 h	0 h	30 h	30 h	0 h	150 h

Instructional Methods	
☐ Learning Sprints®	☐ Review Book
☑ Course Book	☐ Creative Lab
☐ Vodcast	☐ Guideline
☑ Shortcast	☑ Live Tutorium/Course Feed
☑ Audio	☐ Reader
☑ Exam Template	☑ Slides

Human Computer Interaction

Course Code: DLBUXHCI01_E

Study Level	Language of Instruction and Examination	Contact Hours	CP	Admission Requirements
BA	English		5	none

Course Description

The objective of this course is to teach students fundamental aspects of interaction between humans and computers. For a user-friendly design of interfaces on computers, machines and devices, a precise knowledge of human abilities and skills is necessary. The main focus of the course is on teaching the basics of human information processing. Special attention is paid to the physiological and psychological aspects of perception, cognition and motor skills. In addition to basics from a human perspective, the technical conditions for the machine perspective will be introduced. Finally, trends in human-computer interaction will be discussed.

Course Outcomes

On successful completion, students will be able to

- understand the human basics of perception, information processing, cognition, and motor skills in order to apply them for a user-friendly design of user interfaces.
- understand technical frameworks in the design of user interfaces.
- know and analyze current trends in human-computer interaction.

Contents

1. Fundamentals of Human-Computer Interaction
   - 1.1 Definitions
   - 1.2 Challenges in Human Computer Interaction
   - 1.3 Basic Models of Human Information Processing
2. Perception
   - 2.1 Sight and Visual Perception
   - 2.2 „Gestaltpsychology“ laws
   - 2.3 Attentive and Preattentive Perception
   - 2.4 Auditory Sense and Auditory Perception
   - 2.5 Sense of Touch and Proprioception
   - 2.6 Smell and Taste Perception

3. Cognition, Motor Skills
   - 3.1 Memory Types and Cognitive Processes
   - 3.2 Stress due to Multiple Tasks
   - 3.3 Measuring Cognitive Load
   - 3.4 Decision Making and Speed
   - 3.5 Motor Skills

4. Mental Models and Errors
   - 4.1 Mental Models
   - 4.2 User Error
   - 4.3 Basic Types of Errors
   - 4.4 Murphy's Law

5. Technical Framework
   - 5.1 Visual Representation and Spatial Resolution
   - 5.2 Time Resolution
   - 5.3 Representation of Color and Brightness
   - 5.4 Acoustic Representation
   - 5.5 Moore's Law

6. Aspects of the Interaction with Socio-Technical systems
   - 6.1 Overview of Interaction Styles
   - 6.2 Acceptance
   - 6.3 Trust
   - 6.4 Security and Data Protection

7. Trends in Human-Computer Interaction
   - 7.1 Intelligent Systems
   - 7.2 Ubiquitous Computing
   - 7.3 Augmented Reality
   - 7.4 Multimodal Interaction
   - 7.5 Haptics

Literature
Compulsory Reading
Further Reading ▪ Sharp, H./Preece, J./Rogers, Y. (2019): Interaction Design: Beyond Human-Computer Interaction. 5. Auflage, John Wiley & Sons, Indianapolis. ▪ Shneiderman, B./Plaisant, C./Cohen, M./Jacobs, S./Elmqvist, N./Diakopoulos, N. (2017): Designing the User Interface: Strategies for Effective Human-Computer Interaction. 6. Auflage, Pearson, Harlow. ▪ Stanton, N./Salmon, P.M./Rafferty, L.A./Walker, F.H./Baber, Ch./Jenkins, D.P.. (2017): Human ▪ Factors Methods: A Practical Guide for Engineering and Design. 2. Auflage, CRC Press Taylor & Francis Group, Boca Raton

Study Format Distance Learning

Study Format	Course Type
Distance Learning	Online Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Exam, 90 Minutes

Student Workload					
Self Study	**Contact Hours**	**Tutorial**	**Self Test**	**Independent Study**	**Hours Total**
90 h	0 h	30 h	30 h	0 h	150 h

Instructional Methods	
☐ Learning Sprints®	☐ Review Book
☑ Course Book	☐ Creative Lab
☐ Vodcast	☐ Guideline
☑ Shortcast	☑ Live Tutorium/Course Feed
☐ Audio	☐ Reader
☑ Exam Template	☑ Slides

Occupational Health Management and Burnout Prevention

Module Code: DLBAPWBGMBP_E

Module Type	Admission Requirements	Study Level	CP	Student Workload
see curriculum	DLBGPGPTBI01_E	BA	10	300 h

Semester / Term	Duration	Regularly offered in	Language of Instruction and Examination
see curriculum	Minimum 1 semester	WiSe/SoSe	English

Module Coordinator

N.N. (Occupational Health Management) / N.N. (Project: Burnout Prevention)

Contributing Courses to Module

- Occupational Health Management (DLGWBGM01_E)
- Project: Burnout Prevention (DLBGPWAOPBP01_E)

Module Exam Type

Module Exam	Split Exam
	Occupational Health Management • Study Format "Distance Learning": Exam, 90 Minutes Project: Burnout Prevention • Study Format "Distance Learning": Oral Project Report

Weight of Module

see curriculum

Module Contents

Occupational Health Management

- Introduction to Occupational Health Management
- Methods of Analysis in Occupational Health Management
- Methods for the Implementation of Occupational Health Management
- Occupational Health Management as a Means of Increasing Employer Attractiveness
- Cost-Benefit Analyses of Occupational Health Management Measures
- Model of Integrated Health Management

Project: Burnout Prevention

The course includes an advanced application of health psychology knowledge and practical skills related to stress management. By designing and developing a burnout prevention program for companies, with a special focus on managers, students will translate their knowledge of structural work stressors into prevention measures.

Learning Outcomes

Occupational Health Management

On successful completion, students will be able to

- derive goals for occupational health management from the strategic goals of the company.
- define fields of action and target criteria.
- see occupational health management as a holistic system.
- create structures to implement the Deming circle in the field of occupational health management.

Project: Burnout Prevention

On successful completion, students will be able to

- comprehend and apply health psychology knowledge and interventions.
- explain stress management techniques and their goals.
- reflect on individual versus structural work stressors and make reasoned arguments about when and how to manage them.
- transfer knowledge of stressors and coping on a larger scale.

Links to other Modules within the Study Program	Links to other Study Programs of the University
This module is similar to other modules in the fields of Healthcare Management and Psychology	All Bachelor Programs in the Health Affairs and Social Sciences fields

Occupational Health Management

Course Code: DLGWBGM01_E

Study Level	Language of Instruction and Examination	Contact Hours	CP	Admission Requirements
BA	English		5	none

Course Description

The constant change in the world of work, rationalization requirements, organizational changes as well as increasing work, demands are changing our working world and the expectations that are placed on employees. Lifelong learning has long been a must for everyone involved. At the same time, employees are getting older and patchwork professional biographies are becoming more common. These developments lead to excessive demands on employees and managers with consequences for the competitiveness of companies. This course is intended to shed light on the possibilities of occupational health management in organizations and to highlight the opportunities and limits of implementation.

Course Outcomes

On successful completion, students will be able to

- derive goals for occupational health management from the strategic goals of the company.
- define fields of action and target criteria.
- see occupational health management as a holistic system.
- create structures to implement the Deming circle in the field of occupational health management.

Contents

1. Introduction to Occupational Health Management
   - 1.1 Initial Situation: Demographic Change
   - 1.2 Initial Situation: Change in the World of Work
   - 1.3 Initial Situation: Change in the Health Sector
   - 1.4 Need for and Reasons for Occupational Health Management
   - 1.5 Workplace Health Promotion or Occupational Health Management?
   - 1.6 Stakeholders and Beneficiaries
   - 1.7 Goals of Occupational Health Management
   - 1.8 Principles of Occupational Health Management
   - 1.9 Central Fields of Action for Occupational Health Management
   - 1.10 Disadvantages, Hurdles and Limits of Occupational Health Management

2. Methods of Analysis in Occupational Health Management
- 2.1 General
- 2.2 Occupational Health Reporting

3. Methods for the Implementation of Occupational Health Management
- 3.1 General
- 3.2 Corporate Policy Requirements
- 3.3 Structural Requirements
- 3.4 Realization of Core Processes

4. Occupational Health Management as a Means of Increasing Employer Attractiveness
- 4.1 What Is the Purpose of Employee Retention?
- 4.2 Components of Employee Retention
- 4.3 Consideration of the Components in Employee Retention
- 4.4 Successful Employee Retention Strategies
- 4.5 Concrete Measures for Employee Retention
- 4.6 Employee Retention and Cost Savings
- 4.7 Employer Branding - the Brand "Employer"

5. Cost-Benefit Analyses of Occupational Health Management Measures
- 5.1 Does Occupational Health Management Pay Off Financially?
- 5.2 Costs of Health
- 5.3 Key Figure Development
- 5.4 Return on Investment (ROI)

6. Model of Integrated Health Management
- 6.1 What Is the Integrated Health Management Model?
- 6.2 Practical Relevance

Literature

Compulsory Reading

Further Reading

- Arezes, P.M./Baptista, J.S./Carneiro, P./.../Perestrelo, G. (Eds.)(2022): Occupational and Environmental Safety and Health III. Springer, New York.
- Bültmann, U./Siegrist, J. (Eds.)(2020): Handbook of Disability, Work and Health. Springer, New York.
- Cooklin, A./Joss, N./Husser, E./Oldenburg, B. (2017): Integrated Approaches to Occupational Health and Safety: A Systematic Review. In: American Journal of Health Promotion, Vol 31, Issue 5, pp 401-412.
- Gatchel, R.J./Schultz, I.Z. (Eds.)(2012): Handbook of Occupational Health and Wellness. Springer, New York.
- Kirsten, W./Karch, R.C. (Eds.)(2012): Global Perspectives in Workplace Health Promotion. Jones & Bartlett, Sudbury.
- McKinnon, R.C. (2020): The Design, Implementation, and Audit of Occupational Health and Safety Management Systems. CRC Press, Boca Raton.
- Reese, C.D. (2016): Occupational Health and Safety Management: A Practical Approach, 3rd Edition. CRC Press, Boca Raton.
- Siegrist, J./Wahrendorf, M. (Eds.)(2016): Work Stress and Health in a Globalized Economy. Springer, New York.
- Sparks, K./Faragher, B./Cooper, C.L. (2001): Well-being and occupational health in the 21st century workplace. In: Journal of Occupational and Organizational Psychology, Vol 74, Issue 4, pp 489-509.
- Shultz, K.S./Adams, G.A. (Eds.)(2007): Aging and Work in the 21st Century. Lawrence Erlbaum, Mahwah.
- Tompa, E./Dolinschi, R./de Oliveira, C./Irvin, E. (2009): A Systematic Review of Occupational Health and Safety Interventions With Economic Analyses. In: Journal of Occupational and Environmental Medicine, Vol 51, Issue 9, pp 1004-1023.
- Umberson, D./Montez, J.K. (2010): Social Relationships and Health: A Flashpoint for Health Policy. In: Journal of Health and Social Behavior, Vol 51, Issue 1_suppl, pp S54-S66.

Study Format Distance Learning

Study Format	Course Type
Distance Learning	Online Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Exam, 90 Minutes

Student Workload					
Self Study	**Contact Hours**	**Tutorial**	**Self Test**	**Independent Study**	**Hours Total**
90 h	0 h	30 h	30 h	0 h	150 h

Instructional Methods	
☐ Learning Sprints®	☐ Review Book
☑ Course Book	☐ Creative Lab
☐ Vodcast	☐ Guideline
☑ Shortcast	☐ Live Tutorium/Course Feed
☑ Audio	☐ Reader
☑ Exam Template	☑ Slides

Project: Burnout Prevention

Course Code: DLBGPWAOPBP01_E

Study Level	Language of Instruction and Examination	Contact Hours	CP	Admission Requirements
BA	English		5	DLBGPGPTBI01_E

Course Description

This course builds on health psychology knowledge and practical skills related to stress management and extends the application of this knowledge and these skills to a topic central to workplace health management: the structural prevention of burnout in companies. Stress management techniques are effective at the individual level, but stressors at work are often structural (unhealthy leadership style or work atmosphere, unrealistic pressure to perform, little control, lack of rewards) and then relaxation and meditation alone do little except deposit the structural problem with individual employees. If you want to prevent burnout in companies, you should therefore focus especially on the managers. But how do you sensitize managers to burnout? What do you say about the common models ('demand-control', 'effort-reward'), the recognition of burnout in oneself and in employees, primary and secondary prevention, work-life-balance and advanced complaints? What if managers themselves are at risk of burnout? Students are provided with extensive practical material to create concepts for a concrete project and to work them out in a practical way. The results will be reported in an overall project presentation.

Course Outcomes

On successful completion, students will be able to

- comprehend and apply health psychology knowledge and interventions.
- explain stress management techniques and their goals.
- reflect on individual versus structural work stressors and make reasoned arguments about when and how to manage them.
- transfer knowledge of stressors and coping on a larger scale.

Contents

- This course covers the implementation and dissemination of burnout prevention measures in companies. The main focus is on raising awareness of burnout among managers, including common models, structural stressors, early detection and primary and secondary prevention. The tension between individualization of stress management and structural problems of the organization will be critically reflected.

Literature
Compulsory Reading
Further Reading ▪ Karasek, R. (1979): Job Demands, Job Decision Latitude, and Mental Strain: Implication for Job Redesign. In: Admin Sci Quart, Issue 24, pp. 285-308. ▪ Marine, A./Ruotsalainen, M.A./Serra, C./Verbeck, J.H. (2009): Preventing Occupational Stress in Healthcare Workers. In: Cochrane Database Syst Rev, Issue 4, pp. 1-44. ▪ Siegrist, J. (1996): Adverse Health Effects of High-Effort/Low-Reward Conditions. In: Journal of Occupational Health Psychology, Issue 1, pp. 27-41. ▪ Van Wyk, B.E./Pillay-van Wyk, V. (2010): Preventive Staff-Support Interventions for Health Workers. In: Cochrane Database Syst Rev, Issue 3, pp. 1-32.

Study Format Distance Learning

Study Format	Course Type
Distance Learning	Project

Information about the examination	
Examination Admission Requirements	**BOLK:** no **Course Evaluation:** no
Type of Exam	Oral Project Report

Student Workload					
Self Study	**Contact Hours**	**Tutorial**	**Self Test**	**Independent Study**	**Hours Total**
120 h	0 h	30 h	0 h	0 h	150 h

Instructional Methods	
☐ Learning Sprints®	☐ Review Book
☐ Course Book	☐ Creative Lab
☐ Vodcast	☑ Guideline
☐ Shortcast	☐ Live Tutorium/Course Feed
☐ Audio	☐ Reader
☐ Exam Template	☑ Slides

DLBGPWAOPBP01_E

Corporate Communication and PR

Module Code: DLBPRWCCPR_E

Module Type	Admission Requirements	Study Level	CP	Student Workload
see curriculum	▪ DLBPRWCCPR01_E ▪ none	BA	10	300 h

Semester / Term	Duration	Regularly offered in	Language of Instruction and Examination
see curriculum	Minimum 1 semester	WiSe/SoSe	English

Module Coordinator

N.N. (Corporate Communication) / N.N. (Project: Corporate Communication)

Contributing Courses to Module

- Corporate Communication (DLBPRWCCPR01_E)
- Project: Corporate Communication (DLBPRWCCPR02_E)

Module Exam Type

Module Exam	Split Exam
	Corporate Communication • Study Format "Distance Learning": Exam, 90 Minutes • Study Format "myStudies": Exam, 90 Minutes Project: Corporate Communication • Study Format "Distance Learning": Portfolio

Weight of Module

see curriculum

Module Contents

Corporate Communication

- Corporate Identity
- Corporate Design
- Corporate Image
- Corporate Communication as a Sub-Discipline of Corporate Communications
- Differentiation From Public Relations

Project: Corporate Communication

Communication processes in corporations are demanding fast and agile management skills. Therefore the project will teach students to achieve dynamic management and communication competences. The Corporate Communication Project will make students understand how corporations can cultivate and protect their identity and purpose.

Learning Outcomes

Corporate Communication

On successful completion, students will be able to

- comprehend the essence of corporate identity, corporate design and corporate image, differentiate them from and relate them to one another.
- understand and explain corporate communication as a sub-discipline of corporate communications.
- distinguish corporate communication from public relations.

Project: Corporate Communication

On successful completion, students will be able to

- understand the practical implementation of concepts with a focus on corporate identity and corporate design.
- understand and apply corporate identity and image building in practice.
- analyze concepts and the realization of corporate communication strategies and apply the learnings.

Links to other Modules within the Study Program	Links to other Study Programs of the University
This module is similar to other modules in the fields of Public Relations Management	All Bachelor Programs in the Marketing & Communication fields

Corporate Communication

Course Code: DLBPRWCCPR01_E

Study Level	Language of Instruction and Examination	Contact Hours	CP	Admission Requirements
BA	English		5	none

Course Description

In this course students are encouraged to fully grasp all internal and external communication activities of a company. Corporate communication is part of corporate identity and serves to communicate the corporate image. Here, for example, the focus can be on "sustainability" or "being hip". With the rise of saturated markets and global competition, the corporate image is becoming increasingly important. Corporate image and communication are increasingly becoming competitive advantages because it is becoming more and more difficult for companies to achieve and maintain product-related competitive advantages.This course combines targeted theoretical and strategic principles with practical knowledge of the content, methods, instruments and structures of corporate communication.

Course Outcomes

On successful completion, students will be able to

- comprehend the essence of corporate identity, corporate design and corporate image, differentiate them from and relate them to one another.
- understand and explain corporate communication as a sub-discipline of corporate communications.
- distinguish corporate communication from public relations.

Contents

1. Introduction to Corporate Communication
   - 1.1 Principles and Definitions
   - 1.2 Internal vs. External Corporate Communications
   - 1.3 Image Building and Brand Development
   - 1.4 Best Practice Examples in an International Context
2. Corporate Communication and PR
   - 2.1 Sub-Disciplines of Corporate Communications
   - 2.2 Differentiation from Public Relations
   - 2.3 Historical Development and Milestones

3. Corporate Philosophy as a Means of Corporate Management
   - 3.1 Corporate Soul
   - 3.2 Corporate Language
   - 3.3 Corporate Culture

4. Corporate Identity in Focus
   - 4.1 Visual Branding: Corporate Design
   - 4.2 Non-Visual Branding: Corporate Identity

5. Corporate Communication and Digitalization
   - 5.1 Challenges of Multi-Channel Communication
   - 5.2 Outlook: Trends and Developments in the Age of Digitalization

Literature

Compulsory Reading

Further Reading

- Barbera, K. M. (2014): The Oxford handbook of organizational climate and culture. Oxford University Press, Oxford.
- Carroll, C. E. (Ed.). (2015): The handbook of communication and corporate reputation. John Wiley & Sons, Hoboken, NJ.
- Groysberg, B. et al (2018): The leader's guide to corporate culture. Harvard Business Review, 96(1), 44-52.
- Peltokorpi, V. (2015): Corporate language proficiency and reverse knowledge transfer in multinational corporations: Interactive effects of communication media richness and commitment to headquarters. Journal of International Management, 21(1), 49-62.
- Piekkari, R./Oxelheim, L./Randøy, T. (2015): The silent board: How language diversity may influence the work processes of corporate boards. Corporate governance: An international review, 23(1), 25-41.
- Pinho, J. C./Rodrigues, A. P./Dibb, S. (2014): The role of corporate culture, market orientation and organisational commitment in organisational performance. Journal of Management Development.
- Sanden, G. R./Lønsmann, D. (2018): Discretionary power on the front line: A bottom-up perspective on corporate language management. European Journal of International Management, 12(1-2), 111-137.

Study Format Distance Learning

Study Format	Course Type
Distance Learning	Online Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Exam, 90 Minutes

Student Workload					
Self Study	**Contact Hours**	**Tutorial**	**Self Test**	**Independent Study**	**Hours Total**
90 h	0 h	30 h	30 h	0 h	150 h

Instructional Methods	
☐ Learning Sprints®	☐ Review Book
☑ Course Book	☐ Creative Lab
☐ Vodcast	☐ Guideline
☑ Shortcast	☐ Live Tutorium/Course Feed
☑ Audio	☐ Reader
☑ Exam Template	☑ Slides

Study Format myStudies

Study Format	Course Type
myStudies	Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Exam, 90 Minutes

Student Workload					
Self Study	**Contact Hours**	**Tutorial**	**Self Test**	**Independent Study**	**Hours Total**
90 h	0 h	30 h	30 h	0 h	150 h

Instructional Methods	
☐ Learning Sprints®	☐ Review Book
☑ Course Book	☐ Creative Lab
☐ Vodcast	☐ Guideline
☑ Shortcast	☐ Live Tutorium/Course Feed
☑ Audio	☐ Reader
☑ Exam Template	☑ Slides

Project: Corporate Communication

Course Code: DLBPRWCCPR02_E

Study Level	Language of Instruction and Examination	Contact Hours	CP	Admission Requirements
BA	English		5	DLBPRWCCPR01_E

Course Description

The focus of this course is an own project in which the students can experience and apply the relevant methods and instruments of corporate communication. Best practice examples are used to provide practice-relevant input and are analyzed by the students. Any questions and problems that may arise during the transfer of knowledge from theory to practice can be directly discussed and solved within the project. In addition, the students create another work sample for their application folder. In their individual project, the students experience all practice-relevant phases with the aim of being able to use this content in the future and to realize and manage their own projects. In order to be able to act professionally in challenging situations, solution-oriented skills are taught in each phase of the project.

Course Outcomes

On successful completion, students will be able to

- understand the practical implementation of concepts with a focus on corporate identity and corporate design.
- understand and apply corporate identity and image building in practice.
- analyze concepts and the realization of corporate communication strategies and apply the learnings.

Contents

- The focus of this course is on holistic corporate communication. Best practice examples show how successful companies maintain and promote their corporate communications both internally and externally. The students learn about the influence of these strategies on employee motivation and personnel development on the one hand and on a successful external image on the other hand. This course is practice-oriented and repeatedly shows interfaces to, for example, marketing and other related disciplines, which underlines its interdisciplinary claim and character. On the basis of the multifaceted input, the students are supported in applying or implementing what they have learned on the basis of an example project. In doing so, they learn how important it is to think holistically and to combine all facets of corporate communication. Ultimately, the students gain direct insights into the tasks and problems in practice through this project.

Literature
Compulsory Reading
Further Reading ▪ Cornelissen, J. (2017): Corporate Communication (English). 5th edition, Sage, New York. ▪ Bittner-Fesseler, A., & Weicht, J. F. (2020). Beyond Sustainability Communication: Sustainability-integrated Corporate Communications. Journal of Strategic Innovation & Sustainability, 15(1), 93–101. https://doi-org.pxz.iubh.de:8443/10.33423/jsis.v15i1.2730. ▪ Johnston, K. & Taylor, M. (2018). The Handbook of Communication Engagement. ISBN: 978-1-119-16752-5. Wiley-Blackwell.

Study Format Distance Learning

Study Format	Course Type
Distance Learning	Project

Information about the examination	
Examination Admission Requirements	**BOLK:** no **Course Evaluation:** no
Type of Exam	Portfolio

Student Workload					
Self Study	**Contact Hours**	**Tutorial**	**Self Test**	**Independent Study**	**Hours Total**
120 h	0 h	30 h	0 h	0 h	150 h

Instructional Methods	
☐ Learning Sprints®	☐ Review Book
☐ Course Book	☐ Creative Lab
☐ Vodcast	☑ Guideline
☐ Shortcast	☑ Live Tutorium/Course Feed
☐ Audio	☐ Reader
☐ Exam Template	☑ Slides

DLBPRWCCPR02_E

New Work and Personnel Psychology

Module Code: DLBAPSENWPP

Module Type	Admission Requirements	Study Level	CP	Student Workload
see curriculum	none	BA	10	300 h

Semester / Term	Duration	Regularly offered in	Language of Instruction and Examination
see curriculum	Minimum 1 semester	WiSe/SoSe	English

Module Coordinator

Prof. Dr. Michaela Moser (Introduction to New Work) / N.N. (Personnel Psychology)

Contributing Courses to Module

- Introduction to New Work (DLBNWENW01_E)
- Personnel Psychology (DLBWPPUB01_E)

Module Exam Type

Module Exam	Split Exam
	Introduction to New Work • Study Format "Distance Learning": Exam (50) Personnel Psychology • Study Format "Distance Learning": Exam, 90 Minutes • Study Format "myStudies": Exam, 90 Minutes

Weight of Module

see curriculum

Module Contents

Introduction to New Work

- Working World of the Future
- Concept Development
- New Work as an Interdisciplinary Approach
- Megatrends
- Effects of Agile Organization Forms
- Leadership and Cooperation in New Work
- Empowerment
- Competence Development
- General Conditions

Personnel Psychology

- Tasks and Challenges of Personnel Psychology
- Requirement Analysis
- Recruitment
- Personnel Marketing and Employer Branding
- Personnel Selection
- Onboarding - Integration of New Employees
- Competency Management and Personnel Development
- Performance Review
- Legal Aspects

Learning Outcomes

Introduction to New Work

On successful completion, students will be able to

- identify and understand the challenges of technological and societal change.
- transfer the emerging challenges to human resources management and the leadership culture in companies.
- understand the concepts of agile and fluid organizations and the resulting consequences.
- identify solutions for complex environmental factors on leadership and human resources management.

Personnel Psychology

On successful completion, students will be able to

- know and explain the tasks and processes of modern personnel psychology.
- explain the most important theories and methods in the area of the requirement analysis, employee recruiting, selection, development and evaluation.
- explain, reflect, select and apply appropriate instruments of personnel psychology depending on the requirements and setting.
- independently develop suitable formats to answer personnel-psychologically relevant business questions.

Links to other Modules within the Study Program	Links to other Study Programs of the University
This module is similar to other modules in the fields of Human Resources and Psychology	All Bachelor Programs in the Human Resources and Social Sciences fields

Introduction to New Work

Course Code: DLBNWENW01_E

Study Level	Language of Instruction and Examination	Contact Hours	CP	Admission Requirements
BA	English		5	none

Course Description

More and more companies leave their bureaucratic systems and hierarchical structures behind and adopt an agile style of work. Knowledge is both increasing and outdated at an increasing rate. Autonomy and creativity become of greater importance in more and more companies. Increasingly, processes and departments are set up according to agile principles. Work experiences an increasing dissolution of boundaries with both positive and negative effects. The question of how structures and corporate culture adapt better and faster to shorter innovation cycles and environmental changes affects all companies and their human resources management. It is more important than ever for knowledge and qualifications to be state of the art; consequently continuous learning needs to take a more prominent role in the work place. In the context of social and demographic change, work and organizations are moving further and further away from Taylorism and towards integral, evolutionary organizations whose work is characterized by self-management, a holistic view and meaningful tasks. This is accompanied by a change in orientation, away from bureaucracy towards democratic structures and empowerment. This course provides an introduction to the complex and contemporary theme of the new working world and work structure. Starting with a classification of the topic, we will define social megatrends as essential factors influencing human resource management and organization. Building on this, we will discuss the dipole of rigid and agile organizational structures and the resulting effects on leadership, personnel management and employees. Further, we will look at the concepts of cooperation and leadership during the implementation of new work structures and methods as well as necessary competencies. Competence development addresses how learning, attitudes and abilities are set to interact to provide companies with agile processes. Finally, we will critically reflect upon the new work concept, looking at advantages and disadvantages for those involved, predominantly in the context of legal and social conditions.

Course Outcomes

On successful completion, students will be able to

- identify and understand the challenges of technological and societal change.
- transfer the emerging challenges to human resources management and the leadership culture in companies.
- understand the concepts of agile and fluid organizations and the resulting consequences.
- identify solutions for complex environmental factors on leadership and human resources management.

Contents

1. What is New Work?
   - 1.1 The World of Work of the Future
   - 1.2 Concept Development
   - 1.3 New Work as an Interdisciplinary Approach

2. Megatrends
   - 2.1 Globalization
   - 2.2 Digitalization and Connectivity
   - 2.3 Individualization and Changing Values
   - 2.4 Demographic Change and Diversity

3. Organization of New Work
   - 3.1 Fixed Organization Forms
   - 3.2 Agile Organization Forms
   - 3.3 Effects of Agile Organization Forms

4. Leadership and Cooperation in New Work
   - 4.1 Empowerment
   - 4.2 Leadership
   - 4.3 New Forms of Agile Cooperation
   - 4.4 New Frameworks, Methods and Tools for Cooperation

5. Competence Development
   - 5.1 Competencies
   - 5.2 Settings and Mindset
   - 5.3 Continuous Learning

6. General Conditions and Criticism
   - 6.1 General Conditions
   - 6.2 Critical Classification of New Work

Literature
Compulsory Reading
Further Reading ▪ Bernstein, E. et al. (2016): Beyond the Holacracy Hype. Harvard Business Review, Harvard. ▪ Bergmann, F. (2019): New Work, New Culture: Work We Want and a Culture That Strengthens Us. Zero Books, Washington, S. 7–19. ▪ Carson, J. B./Tesluk, P. E./Marrone, J. A. (2007): Shared leadership in teams: An investigation of antecedent conditions and performance. In: Academy of management Journal, Journal 50 .„Magazine 5, p. 1217–1234. ▪ Felin, T./Powell, T. C. (2016): Designing organizations for dynamic capabilities. In: California Management Review, Journal 58, Magazine 4, p. 78–96. ▪ Haapakangas, A. et al. (2018): Self-rated productivity and employee well-being in activity based offices: the role of environmental perceptions and workspace use. Building and Environment, Heft 145, S. 115–124. ▪ Maitland, A./Thomson, P. (2011): Future work: How businesses can adapt and thrive in the new world of work. Springer, Berlin.

Study Format Distance Learning

Study Format	Course Type
Distance Learning	Online Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Exam

Student Workload					
Self Study	**Contact Hours**	**Tutorial**	**Self Test**	**Independent Study**	**Hours Total**
90 h	0 h	30 h	30 h	0 h	150 h

Instructional Methods	
☐ Learning Sprints®	☐ Review Book
☑ Course Book	☐ Creative Lab
☐ Vodcast	☐ Guideline
☑ Shortcast	☑ Live Tutorium/Course Feed
☑ Audio	☐ Reader
☑ Exam Template	☑ Slides

Personnel Psychology

Course Code: DLBWPPUB01_E

Study Level	Language of Instruction and Examination	Contact Hours	CP	Admission Requirements
BA	English		5	none

Course Description

As a result of technological change, organizations and companies need more and more employees with specialized skills and competencies, which are increasingly less available in the required number and quality. In addition, they no longer apply to companies on their own initiative. The recruitment market has now developed from an employer market to an applicant market. In order to nevertheless cover the demand for employees, companies must increasingly take unusual paths. They are also required to ensure a match between position, company and employee. For this purpose, knowledge of personnel psychology is just as indispensable as measures to develop skills and competencies required for corporate success. Students learn the common terms, theoretical approaches and methods for checking the fit between applicant/interested party and workplace as well as various methods for recruiting new employees. Furthermore, the importance and the way of integrating new personnel in the organization will be discussed. Students will be familiarized with the role and function of competency management as a basis for selection and planning of development measures. Instruments for the evaluation of action results as well as legal framework conditions round off the course. After completing the course, students are able to initiate, carry out and supervise the entire cycle of an employee in the company in a qualified and competent manner.

Course Outcomes

On successful completion, students will be able to

- know and explain the tasks and processes of modern personnel psychology.
- explain the most important theories and methods in the area of the requirement analysis, employee recruiting, selection, development and evaluation.
- explain, reflect, select and apply appropriate instruments of personnel psychology depending on the requirements and setting.
- independently develop suitable formats to answer personnel-psychologically relevant business questions.

Contents

1. Tasks and Challenges of Personnel Psychology
   - 1.1 Market and technology dynamics
   - 1.2 Organizational dynamics and value dynamics

2. Requirement Analysis
   - 2.1 Definition and goals
   - 2.2 Methods and procedures
   - 2.3 Job profiles

3. Employee Recruitment
   - 3.1 Definition and methods of address
   - 3.2 Sources and ways of addressing

4. Personnel Marketing and Employer Branding
   - 4.1 Definition, goals and personnel marketing mix
   - 4.2 Differentiation between personnel marketing and employer branding
   - 4.3 Building an employer brand
   - 4.4 Importance of employer branding and employer branding strategy

5. Personnel Selection
   - 5.1 Personnel selection process
   - 5.2 Quality criteria
   - 5.3 Types of personnel selection procedures

6. Onboarding - Integration of New Employees
   - 6.1 Goals and benefits
   - 6.2 Theoretical bases and measures

7. Competency Management and Personnel Development
   - 7.1 Subject areas and tools of competency management
   - 7.2 Diagnosis of the development needs
   - 7.3 Development measures
   - 7.4 Transfer security

8. Performance Review
   - 8.1 Behavioral assessment and feedback culture
   - 8.2 Performance Review

9. Legal Aspects
   - 9.1 Termination and dissolution
   - 9.2 Work references

Literature
Compulsory Reading
Further Reading ▪ Azulay, H. (2012): Employee Development on a Shoestring, American Society for Training and Development. Alexandria. ▪ Coetzee, M./Magiel, A./Schreuder, G. (2010): Personnel Psychology: An Applied Perspective. Oxford University Press Southern Africa. ▪ Mamo, T. (2019): Human Resources - Analysis of human resource practices. LAP LAMBERT Academic Publishing. ▪ Mosley, R. (2014): Employer Brand Management: Practical Lessons from the World's Leading Employers. Wiley, Cornwell. ▪ Stein, M./Christiansen, L. (2010): Successful Onboarding: Strategies to Unlock Hidden Value Within Your Organization. Mc Graw Hill, New York . ▪ Warier, S. (2014): Competence & Competency Management - The Practitioners Handbook: Develop Organizational Competence & Individual Competencies. CreateSpace Independent Publishing Platform.

Study Format Distance Learning

Study Format	**Course Type**
Distance Learning	Online Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Exam, 90 Minutes

Student Workload					
Self Study	**Contact Hours**	**Tutorial**	**Self Test**	**Independent Study**	**Hours Total**
90 h	0 h	30 h	30 h	0 h	150 h

Instructional Methods	
☐ Learning Sprints®	☐ Review Book
☑ Course Book	☐ Creative Lab
☐ Vodcast	☐ Guideline
☑ Shortcast	☐ Live Tutorium/Course Feed
☑ Audio	☐ Reader
☑ Exam Template	☑ Slides

Study Format myStudies

Study Format	Course Type
myStudies	Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Exam, 90 Minutes

Student Workload					
Self Study	**Contact Hours**	**Tutorial**	**Self Test**	**Independent Study**	**Hours Total**
90 h	0 h	30 h	30 h	0 h	150 h

Instructional Methods	
☐ Learning Sprints®	☐ Review Book
☑ Course Book	☐ Creative Lab
☐ Vodcast	☐ Guideline
☑ Shortcast	☐ Live Tutorium/Course Feed
☑ Audio	☐ Reader
☑ Exam Template	☑ Slides

Design Thinking and Prototyping

Module Code: DLBAPWDTP_E

Module Type	Admission Requirements	Study Level	CP	Student Workload
see curriculum	none	BA	10	300 h

Semester / Term	Duration	Regularly offered in	Language of Instruction and Examination
see curriculum	Minimum 1 semester	WiSe/SoSe	English

Module Coordinator

N.N. (Project: Design Thinking) / Prof. Dr. Adelka Niels (UX Prototyping)

Contributing Courses to Module

- Project: Design Thinking (DLBINGDT01_E)
- UX Prototyping (DLBUXUXP01_E)

Module Exam Type

Module Exam	Split Exam
	Project: Design Thinking • Study Format "Distance Learning": Written Assessment: Project Report • Study Format "myStudies": Written Assessment: Project Report UX Prototyping • Study Format "Distance Learning": Exam, 90 Minutes

Weight of Module

see curriculum

Module Contents

Project: Design Thinking

- Basic Principles of Design Thinking
- The Design Thinking Microvprocess
- The Design Thinking Macro Process
- Methods for Early Phases of the Process
- Methods for Idea Generation
- Methods for Prototyping and Testing
- Space Concepts for Design Thinking
- Examples and Case Studies

UX Prototyping

- Explanation of Different Types of Prototypes
- Description of Different Prototyping Techniques
- Procedure in Prototyping
- Prototyping of Service Processes and User Experiences
- Prototyping of Digital and Physical Products

Learning Outcomes

Project: Design Thinking

On successful completion, students will be able to

- know the mindset of Design Thinking.
- know the individual phases of the incremental micro cycle and carry them out on an example project.
- know the individual stages of prototyping and apply them in an example project.
- know and use methods and tools for the individual steps of the micro cycle.
- know different space concepts for Design Thinking work environments.
- know examples for the application of Design Thinking by means of business case studies.

UX Prototyping

On successful completion, students will be able to

- know the goals and approaches in UX prototyping.
- understand the difference between different types of prototypes and to select suitable ones for a specific project.
- use different prototyping techniques.
- outline the procedure in the prototyping process and to apply it independently.
- explain the prototyping of service processes and to be able to apply Ideation methods.

Links to other Modules within the Study Program	Links to other Study Programs of the University
This module is similar to other modules in the fields of Design and Business & Management	All Bachelor Programs in the Design, Architecture & Construction and Business & Management fields

Project: Design Thinking

Course Code: DLBINGDT01_E

Study Level	Language of Instruction and Examination	Contact Hours	CP	Admission Requirements
BA	English		5	none

Course Description

In this course students will receive a practical introduction to Design Thinking. In addition to teaching the individual basic principles, the procedures in Design Thinking will also be examined in detail. In order not only to understand Design Thinking but also to experience it, selected methods for the individual process steps will be presented and practiced on an example project.

Course Outcomes

On successful completion, students will be able to

- know the mindset of Design Thinking.
- know the individual phases of the incremental micro cycle and carry them out on an example project.
- know the individual stages of prototyping and apply them in an example project.
- know and use methods and tools for the individual steps of the micro cycle.
- know different space concepts for Design Thinking work environments.
- know examples for the application of Design Thinking by means of business case studies.

Contents

1. Basic Principles of Design Thinking
2. The Design Thinking Micro Process
3. The Design Thinking Macro Process
4. Methods for Early Phases of the Process
5. Methods for Idea Generation
6. Methods for Prototyping and Testing
7. Examples and Case Studies

Literature
Compulsory Reading
Further Reading ▪ Brown, T. (2008): Design Thinking. In: Harvard Business Review, June, p. 84–95. ▪ Brown, T./Kātz, B. (2019): Change by design: How design thinking transforms organizations and inspires innovation (Revised and updated edition). Harper Busienss, New York City, NY. ▪ IDEO (2015): The field guide to human-centered design: Design kit. 1st edition, IDEO, San Francisco, CL. ▪ Lewrick, M./Patrick, L./Leifer, L. (2018:. The design thinking playbook: Mindful digital transformation of teams, products, services, businesses and ecosystems. JOHN WILEY & Sons, Hoboken, NJ. ▪ Lewrick, M./Patrick, L./Leifer, L. (2020). Design Thinking Toolbook. JOHN WILEY & Sons, Hoboken, NJ.

Study Format Distance Learning

Study Format	Course Type
Distance Learning	Project

Information about the examination	
Examination Admission Requirements	**BOLK:** no **Course Evaluation:** no
Type of Exam	Written Assessment: Project Report

Student Workload					
Self Study	**Contact Hours**	**Tutorial**	**Self Test**	**Independent Study**	**Hours Total**
120 h	0 h	30 h	0 h	0 h	150 h

Instructional Methods	
☐ Learning Sprints®	☐ Review Book
☐ Course Book	☐ Creative Lab
☐ Vodcast	☑ Guideline
☐ Shortcast	☐ Live Tutorium/Course Feed
☐ Audio	☑ Slides
☐ Exam Template	

Study Format myStudies

Study Format	Course Type
myStudies	Project

Information about the examination	
Examination Admission Requirements	**BOLK:** no **Course Evaluation:** no
Type of Exam	Written Assessment: Project Report

Student Workload					
Self Study	**Contact Hours**	**Tutorial**	**Self Test**	**Independent Study**	**Hours Total**
120 h	0 h	30 h	0 h	0 h	150 h

Instructional Methods	
☐ Learning Sprints®	☐ Review Book
☐ Course Book	☐ Creative Lab
☐ Vodcast	☑ Guideline
☐ Shortcast	☐ Live Tutorium/Course Feed
☐ Audio	☑ Slides
☐ Exam Template	

UX Prototyping

Course Code: DLBUXUXP01_E

Study Level	Language of Instruction and Examination	Contact Hours	CP	Admission Requirements
BA	English		5	none

Course Description

The goal is to give an overview of the possibilities and application goals of UX prototyping. First, different types of prototypes are differentiated, depending on the fidelity. The different types will be discussed depending on their respective objectives and purpose of use. The procedure and challenges of the prototyping process are also discussed. The main focus is on the teaching of different prototyping methods. Different techniques are presented and an overview of common tools is given. In addition, the special features of prototyping of service design processes will be discussed.

Course Outcomes

On successful completion, students will be able to

- know the goals and approaches in UX prototyping.
- understand the difference between different types of prototypes and to select suitable ones for a specific project.
- use different prototyping techniques.
- outline the procedure in the prototyping process and to apply it independently.
- explain the prototyping of service processes and to be able to apply Ideation methods.

Contents

1. Basics and Definitions of Terms
   - 1.1 Definition of the term: What is a prototype?
   - 1.2 Goals and approaches in prototyping
2. Types of Prototypes
   - 2.1 low Fidelity
   - 2.2 Mid Fidelity
   - 2.3 High Fidelity
   - 2.4 Dimensions of Fidelity

3. Prototyping Techniques
   - 3.1 Scribbles
   - 3.2 Wireframes
   - 3.3 Storyboards
   - 3.4 Video prototypes
   - 3.5 Wizard of Oz
   - 3.6 Prototyping Tools

4. The Prototyping Process
   - 4.1 Application of prototypes
   - 4.2 Define the objective of the prototypes
   - 4.3 Set Fidelity
   - 4.4 Select Prototyping Technology

5. Prototyping of digital and physical Products
   - 5.1 Challenges in prototyping digital products
   - 5.2 Challenges in prototyping physical products

6. Prototyping in Service Design
   - 6.1 Procedure for idea generation
   - 6.2 Ideation methods
   - 6.3 Prototyping of service processes and experiences

Literature

Compulsory Reading

Further Reading

- Coleman, B./Goodwin, D. (2017): Designing UX Prototyping: Because Modern Design Is Never Static. O'Reilly UK Ltd.
- Greenberg, S./ Carpendale, S./Marquardt, N./Buxton, B. (2011): Sketching User Experiences: The Workbook. Morgan Kaufmann.
- McElroy, K. (2016): Prototyping for Designers: Developing the Best Digital and Physical Products. O'Reilly Media, Sebastopol.
- Stickdorn, M./Hormess, M./Lawrence, A./Schneider, J. (2018): This is Service Design Doing. O'Reilly Media, Sebastopol.
- Warfel, T.Z. (2009): Prototyping: A Practioner's Guide. Rosenfeld Media, New York.

Study Format Distance Learning

Study Format	Course Type
Distance Learning	Online Lecture

Information about the examination	
Examination Admission Requirements	**BOLK:** yes **Course Evaluation:** no
Type of Exam	Exam, 90 Minutes

Student Workload					
Self Study	**Contact Hours**	**Tutorial**	**Self Test**	**Independent Study**	**Hours Total**
90 h	0 h	30 h	30 h	0 h	150 h

Instructional Methods	
☐ Learning Sprints®	☐ Review Book
☑ Course Book	☐ Creative Lab
☐ Vodcast	☐ Guideline
☑ Shortcast	☐ Live Tutorium/Course Feed
☑ Audio	☐ Reader
☑ Exam Template	☑ Slides

Studium Generale

Module Code: DLBSG_E

Module Type	Admission Requirements	Study Level	CP	Student Workload
see curriculum	None	BA	10	300 h

Semester / Term	Duration	Regularly offered in	Language of Instruction and Examination
see curriculum	Minimum 1 semester	WiSe/SoSe	English

Module Coordinator

N.N. (Studium Generale I) / N.N. (Studium Generale II)

Contributing Courses to Module

- Studium Generale I (DLBSG01_E)
- Studium Generale II (DLBSG02_E)

Module Exam Type

Module Exam	Split Exam
	Studium Generale I • Study Format "Distance Learning": See Selected Course Studium Generale II • Study Format "Distance Learning": See Selected Course

Weight of Module

see curriculum

Module Contents

Studium Generale I

In principle, all IU bachelor courses can be selected as courses for the "Studium Generale", so that the content can be chosen from the entire breadth of the IU distance learning program.

Studium Generale II

In principle, all IU bachelor courses can be selected as courses for the "Studium Generale", so that the content can be chosen from the entire breadth of the IU distance learning program.

Learning Outcomes

Studium Generale I

On successful completion, students will be able to

- apply acquired key competencies to issues in their field of study and/or in their professional environment.
- to deepen one's own skills and abilities in a self-directed manner.
- to look beyond the boundaries of their own area of expertise.

Studium Generale II

On successful completion, students will be able to

- apply acquired key competencies to issues in their field of study and/or in their professional environment.
- to deepen one's own skills and abilities in a self-directed manner.
- to look beyond the boundaries of their own area of expertise.

Links to other Modules within the Study Program	Links to other Study Programs of the University
It is a stand-alone offering with possible references to various required and elective modules	All IU Distance Learning Bachelor Programs

Studium Generale I

Course Code: DLBSG01_E

Study Level	Language of Instruction and Examination	Contact Hours	CP	Admission Requirements
BA	English		5	None

Course Description

In the course "Studium Generale I", students deepen their knowledge in a self-selected subject area by completing an IU course outside their applicable curriculum. This gives them the opportunity to look beyond their own subject area and acquire further competencies. The associated option enables students to self-determine their study content to focus even more on issues relevant to them and/or to strengthen or develop selected competencies.

Course Outcomes

On successful completion, students will be able to

- apply acquired key competencies to issues in their field of study and/or in their professional environment.
- to deepen one's own skills and abilities in a self-directed manner.
- to look beyond the boundaries of their own area of expertise.

Contents

- The course "Studium Generale I" offers students the opportunity to take courses outside of their curriculum and the result can be credited as an elective subject. In principle, all IU bachelor courses that fulfill the following requirements can be chosen for this purpose:
  - They are not part of an integral part of the applicable mandatory curriculum.
  - They do not have admission requirements or students can prove that they have met the admission requirement.
- The examination of the selected courses must be taken in full and finally passed in order to be credited as part of the 'Studium Generale' .

Literature

Compulsory Reading

Further Reading

- See course description of the selected course

Study Format Distance Learning

Study Format	Course Type
Distance Learning	See Selected Course

Information about the examination	
Examination Admission Requirements	**BOLK:** no **Course Evaluation:** no
Type of Exam	See Selected Course

Student Workload					
Self Study	**Contact Hours**	**Tutorial**	**Self Test**	**Independent Study**	**Hours Total**
100 h	0 h	25 h	25 h	0 h	150 h

Instructional Methods
See Selected Course

Studium Generale II

Course Code: DLBSG02_E

Study Level	Language of Instruction and Examination	Contact Hours	CP	Admission Requirements
BA	English			None

Course Description

In the course "Studium Generale II", students deepen their knowledge in a self-selected subject area by completing an IU course outside their applicable curriculum. This gives them the opportunity to look beyond their own subject area and acquire further competencies. The associated option enables students to self-determine their study content to focus even more on issues relevant to them and/or to strengthen or develop selected competencies.

Course Outcomes

On successful completion, students will be able to

- apply acquired key competencies to issues in their field of study and/or in their professional environment.
- to deepen one's own skills and abilities in a self-directed manner.
- to look beyond the boundaries of their own area of expertise.

Contents

- The course "Studium Generale II" offers students the opportunity to take courses outside of their curriculum and the result can be credited as an elective subject. In principle, all IU bachelor courses that fulfill the following requirements can be chosen for this purpose:
  - They are not part of an integral part of the applicable mandatory curriculum.
  - They do not have admission requirements or students can prove that they have met the admission requirement.
- The examination of the selected courses must be taken in full and finally passed in order to be credited as part of the 'Studium Generale' .

Literature

Compulsory Reading

Further Reading

- See course description of the selected course

Study Format Distance Learning

Study Format	Course Type
Distance Learning	See Selected Course

Information about the examination	
Examination Admission Requirements	**BOLK:** no **Course Evaluation:** no
Type of Exam	See Selected Course

Student Workload					
Self Study	**Contact Hours**	**Tutorial**	**Self Test**	**Independent Study**	**Hours Total**
100 h	0 h	25 h	25 h	0 h	150 h

Instructional Methods
See Selected Course

Bachelor Thesis

Module Code: DLBBT

Module Type	Admission Requirements	Study Level	CP	Student Workload
see curriculum	none	BA	10	300 h

Semester / Term	Duration	Regularly offered in	Language of Instruction and Examination
see curriculum	Minimum 1 semester	WiSe/SoSe	English

Module Coordinator

Degree Program Advisor (SGL) (Bachelor Thesis) / Degree Program Advisor (SGL) (Colloquium)

Contributing Courses to Module

- Bachelor Thesis (DLBBT01)
- Colloquium (DLBBT02)

Module Exam Type

Module Exam	Split Exam
	Bachelor Thesis • Study Format "myStudies": Written Assessment: Bachelor Thesis • Study Format "Distance Learning": Written Assessment: Bachelor Thesis Colloquium • Study Format "myStudies": Presentation: Colloquium • Study Format "Distance Learning": Presentation: Colloquium

Weight of Module

see curriculum

Module Contents

Bachelor Thesis

- Bachelor's thesis
- Colloquium on the bachelor's thesis

Colloquium

Learning Outcomes

Bachelor Thesis

On successful completion, students will be able to

- work on a problem from their major field of study by applying the specialist and methodological skills they have acquired during their studies.
- independently analyze selected tasks with scientific methods, critically evaluate them, and develop appropriate solutions under the guidance of an academic supervisor.
- record and analyze existing (research) literature appropriate to the topic of their bachelor's thesis.
- prepare a detailed written elaboration in compliance with scientific methods.

Colloquium

On successful completion, students will be able to

- present a problem from their field of study using academic presentation and communication techniques.
- reflect on the scientific and methodological approach chosen in their bachelor's thesis.
- demonstrate that they can actively answer subject-related questions from the subject experts (reviewers of the bachelor’s thesis).

Links to other Modules within the Study Program	**Links to other Study Programs of the University**
All modules in the bachelor program	All bachelor programs in distance learning

Bachelor Thesis

Course Code: DLBBT01

Study Level	Language of Instruction and Examination	Contact Hours	CP	Admission Requirements
BA	English		9	none

Course Description

The aim and purpose of the bachelor's thesis is to successfully apply the subject-specific and methodological competencies acquired during the course of study in the form of an academic dissertation with a thematic reference to the major field of study. The content of the bachelor's thesis can be a practical-empirical or theoretical-scientific problem. Students should prove that they can independently analyze a selected problem with scientific methods, critically evaluate it, and work out proposed solutions under the subject-methodological guidance of an academic supervisor. The topic chosen by the student from their respective field of study should meet the acquired scientific competences, deepening their academic knowledge and skills in order to meet the future needs of the field.

Course Outcomes

On successful completion, students will be able to

- work on a problem from their major field of study by applying the specialist and methodological skills they have acquired during their studies.
- independently analyze selected tasks with scientific methods, critically evaluate them, and develop appropriate solutions under the guidance of an academic supervisor.
- record and analyze existing (research) literature appropriate to the topic of their bachelor's thesis.
- prepare a detailed written elaboration in compliance with scientific methods.

Contents

- The bachelor's thesis must be written on a topic that relates to the content of the respective major field of study. In the context of the bachelor's thesis, the problem, as well as the scientific research goal, must be clearly emphasized. The work must reflect the current state of knowledge of the topic to be examined by means of an appropriate literature analysis. The student must prove their ability to use the acquired knowledge theoretically and/or empirically in the form of an independent and problem-solution-oriented application.

Literature
Compulsory Reading
Further Reading ▪ Turabian, K. L. (2013). A Manual for Writers of Research Papers, theses, and dissertations (8th ed.). University of Chicago Press. ▪ Lipson, C. (2018). How to write a BA thesis. A practical guide from your first ideas to your finished paper (2nd ed.). University of Chicago Press. ▪ Selection of literature according to topic

Study Format myStudies

Study Format	Course Type
myStudies	Thesis

Information about the examination	
Examination Admission Requirements	**BOLK:** no **Course Evaluation:** no
Type of Exam	Written Assessment: Bachelor Thesis

Student Workload					
Self Study	**Contact Hours**	**Tutorial**	**Self Test**	**Independent Study**	**Hours Total**
270 h	0 h	0 h	0 h	0 h	270 h

Instructional Methods	
☐ Learning Sprints®	☑ Review Book
☐ Course Book	☐ Creative Lab
☐ Vodcast	☐ Guideline
☐ Shortcast	☐ Live Tutorium/Course Feed
☐ Audio	☑ Slides
☐ Exam Template	

Study Format Distance Learning

Study Format	Course Type
Distance Learning	Thesis

Information about the examination	
Examination Admission Requirements	**BOLK:** no **Course Evaluation:** no
Type of Exam	Written Assessment: Bachelor Thesis

Student Workload					
Self Study	**Contact Hours**	**Tutorial**	**Self Test**	**Independent Study**	**Hours Total**
270 h	0 h	0 h	0 h	0 h	270 h

Instructional Methods	
☐ Learning Sprints®	☑ Review Book
☐ Course Book	☐ Creative Lab
☐ Vodcast	☐ Guideline
☐ Shortcast	☐ Live Tutorium/Course Feed
☐ Audio	☑ Slides
☐ Exam Template	

Colloquium

Course Code: DLBBT02

Study Level	Language of Instruction and Examination	Contact Hours	CP	Admission Requirements
BA	English		1	none

Course Description

The colloquium will take place after the submission of the bachelor's thesis. This is done at the invitation of the experts. During the colloquium, students must prove that they have independently produced the content and results of the written work. The content of the colloquium is a presentation of the most important work contents and research results by the student as well as the answering of questions by experts.

Course Outcomes

On successful completion, students will be able to

- present a problem from their field of study using academic presentation and communication techniques.
- reflect on the scientific and methodological approach chosen in their bachelor's thesis.
- demonstrate that they can actively answer subject-related questions from the subject experts (reviewers of the bachelor's thesis).

Contents

- The colloquium includes a presentation of the most important results of the bachelor's thesis, followed by the student answering the reviewers' technical questions.

Literature

Compulsory Reading

Further Reading

- Subject specific literature chosen by the student

Study Format myStudies

Study Format	Course Type
myStudies	Thesis Defense

Information about the examination	
Examination Admission Requirements	**BOLK:** no **Course Evaluation:** no
Type of Exam	Presentation: Colloquium

Student Workload					
Self Study	**Contact Hours**	**Tutorial**	**Self Test**	**Independent Study**	**Hours Total**
30 h	0 h	0 h	0 h	0 h	30 h

Instructional Methods	
☐ Learning Sprints®	☐ Review Book
☐ Course Book	☐ Creative Lab
☐ Vodcast	☐ Guideline
☐ Shortcast	☐ Live Tutorium/Course Feed
☐ Audio	☑ Slides
☐ Exam Template	

Study Format Distance Learning

Study Format	Course Type
Distance Learning	Thesis Defense

Information about the examination	
Examination Admission Requirements	**BOLK:** no **Course Evaluation:** no
Type of Exam	Presentation: Colloquium

Student Workload					
Self Study	**Contact Hours**	**Tutorial**	**Self Test**	**Independent Study**	**Hours Total**
30 h	0 h	0 h	0 h	0 h	30 h

Instructional Methods	
☐ Learning Sprints®	☐ Review Book
☐ Course Book	☐ Creative Lab
☐ Vodcast	☐ Guideline
☐ Shortcast	☐ Live Tutorium/Course Feed
☐ Audio	☑ Slides
☐ Exam Template	