UNIVERSITY OF SPLIT

Faculty of Humanities and Social Sciences

DETAILED PROPOSAL OF THE STUDY PROGRAMME

Undergraduate study Psychology

Split, July 2019

GENERAL INFORMATION OF HIGHER EDUCATION INSTITUTION

Name of higher education institution	Faculty of Humanities and Social Sciences
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GENERAL INFORMATION OF THE STUDY PROGRAMME

Name of the study programme	Undergraduate study Psychology		
Provider of the study programme	Faculty of Humanities and Social Sciences, Chair for Psychology		
Other participants	-		
Type of study programme	Vocational study programme ☐	University study programme ☒	
Level of study programme	Undergraduate ☒	Graduate ☐	Integrated ☐
	Postgraduate ☐	Postgraduate specialist ☐	Graduate specialist ☐
Academic/vocational title earned at the completion of study	Bachelor of Psychology		

1. INTRODUCTION

1.1. Reasons for starting the study programme

Psychology, as a scientific discipline, directly contributes to the understanding of human behaviour and perception, what in turn, has direct and indirect effect on the society. Research in psychology has been developing rapidly in the past few decades, and its results have been applied in numerous areas of human activity. Psychologists have become indispensable in the areas of education, healthcare, mental health, industry, economy, finance, military, sport and a number of other areas. When all of this is taken into consideration, necessity for the education of psychologists in our society is evident and real. Besides the contribution they have in social sciences, psychologists are also included in other scientific areas, such as biomedicine and health.

Republic of Croatia currently has six undergraduate study programmes (http://mozvag.srce.hr/preglednik/pregled/hr/vrsta/prikazi.html?sifravrsta=1) in four universities, financed by the ministry / state. The interest in the study of psychology in the Republic of Croatia is constantly high, as indicated by the data on six existing undergraduate psychology studies (all in Croatian), which successfully fill their capacities each academic year. According to AZVO (State Agency for Science and High Education), Psychology study programme at the Faculty of Humanities and Social Sciences in Zagreb was ranked third in the selection list of undergraduate study programs, and interest in enrolling in other psychology studies in the Republic of Croatia was also high. Interest in the study of psychology in the region, as well as in the EU countries, is continuously high. Furthermore, in EU countries there is a higher interest in the study of psychology than there are enrolment places.

Faculty of Humanities and Social Sciences and its Chair for Psychology have initiated the development of a self-financing undergraduate study of psychology in English. A cause for this initiative may be found in the need to educate psychologists who will, in turn, contribute to psychology and the society with their competences, their scientific and practical work. This study programme was made in regards to the current trends in university education, and the education of psychologists. It enables the students to achieve basic psychological competencies and prepares them for possible graduate-level psychology education.

The initiative and the development of this study programme coincides with the strategic goal of the University of Split, which is the development of new study programmes in English. It also coincides with the needs and the demands of the Strategy for the education, science and technology of the Republic of Croatia, due to its fit with the aims and activities regarding the internationalization of the study programmes, and the desired increase in the mobility between students and academic personnel. The proposed study program is also in line with the goals of the development of the County of Split-Dalmatia (http://www.rera.hr/upload/pages/2017/02/2017-02-09/34/cross-countydevelopment strategies.pdf). It should be noted that within the County Development Strategy, one of the goals is to increase the number of university study programs in English language (pp. 143/144) and to strengthen the cooperation between science and the economy (pp. 31, 84, 88, 148, 319). Also, the Development Strategy emphasizes the problem of insufficient number of psychologists in social welfare institutions (p. 15). According to the national data from the Croatian Employment Service the number of unemployed psychologists has been slightly decreasing since 2014 (in most recent years it was around 200). In the Split-Dalmatia County the number of unemployed psychologist was around 15 in recent years. The areas of education, health care and social welfare employ most of the psychologists in the Republic of Croatia.

Due to the decreasing number of unemployed psychologists in Croatia, increase in work mobility in the EU, observed interest in psychology as a study and the aims and the activities

proposed in a number of strategic documents (Strategy for the education, science and technology of the Republic of Croatia, strategic goals of the University of Split and the Faculty of Humanities and Social Sciences), this study programme is in accordance with the current trends in the labour market, globalization trends, higher education needs and interests of future students.

1.2. Relationship with the local community (economy, entrepreneurship, civil society, etc.)

Faculty of Humanities and Social Sciences in successfully connected with the local community, primarily with local educational and cultural institutions as well as civil society organisations, due to its social - humanistic profile of the study programmes it offers. The proposed study programme is expected to strengthen this connection, and introduce new benefits to the local community through the education of new scientists and experts. They will actively participate in the betterment of the local community via their involvement in the university and civil society. Additionally, due to the international nature of this study programme (greater number of foreign students and guest faculty members), local community and its cultural and tourist resources will be promoted even further.

1.3. Compatibility with requirements of professional organizations

This study programme is compatible with the European qualification standard for psychologists, EuroPsy made by EFPA (European Federation of Psychologists' Associations). EFPA guidelines describe the necessary standards for obtaining the European psychology diploma. In the first stage, 180 ECTS points are required to obtain the bachelor's degree in psychology, of which 125-135 ECTS points go to the theoretical courses and courses aimed at the development of personal and professional skills, 30 ECTS go to the methodology courses and 15-25 ECTS go to the non- psychological courses. According to EuroPsy, undergraduate study should introduce students with various psychological disciplines, basic knowledge about all psychological disciplines and main theoretical approaches in psychology, and knowledge on conducting psychological research. Croatia is a member of the EuroPsy network, and is allowed to issue European psychology diploma for four years (https://www.psihologija.hr/vijesti/clanak/euro-psy-diploma-u-hrvatskoj-izvrsne-vijesti-is-brisela.html). This study programme is in concordance with the directives issued by the relevant professional associations in Croatia and the EU.

1.4. Name possible partners outside the higher education system that expressed interest in the study programme

Psychologists are required in numerous work and other areas: educational (all educational levels- early and preschool, primary school, high school and university), healthcare, social services, military, sport, economy etc. Thus, pre-tertiary educational institutions, health and social services institutions, civil society organisations, sports organisations and economy subjects are viable as partners which may show interest in this psychology study programme. Continuous cooperation with the Agency for Science and Higher Education, Ministry for Science and Education, Agency for Mobility and EU Programmes, Croatian Psychological Society, Croatian Psychological Chamber and other institutions if necessary, is expected.

1.5. Financing

This is a self-financing study, thus all the expenses are covered by the tuition fees and donations.

1.6. Comparability of the study programme with other accredited programmes in higher education institutions in the Republic of Croatia and EU countries

The proposed study programme is similar with other undergraduate psychology studies held at Croatian universities, such as Faculty of Humanities and Social Sciences in Zagreb (http://psihologija.ffzg.unizg.hr/uploads/Vi/Q-/ViQ-peof4jUyEOouOiptog/Program-preddiplomskog-studija-psihologije.pdf), University of Zadar (http://www.unizd.hr/psihologija/studijski-programi/preddiplomski), Faculty of Humanities and Social Sciences in Rijeka (https://www.ffri.uniri.hr/hr/odsjeci-i-katedre/psihologija/2-uncategorised/244-preddiplpsih.html), Faculty of Humanities and Social Sciences in Osijek (http://www.ffos.unios.hr/psihologija/preddiplomski-studij-psihologije) and the Centre for Croatia Studies, University of Zagreb (https://www.hrstud.unizg.hr/preddiplomski/psihologija). The proposed study programme may be compared with similar study programmes in Leiden University, Netherlands (https://www.universiteitleiden.nl/en/education/study-programmes/bachelor/psychology/about-the-programme), or with the study programmes in University of Amsterdam (http://www.uva.nl/en/programmes/bachelors/psychology/psychology.html). Additionally, this study programme was made in concordance with EFPA directives, and as such is in accordance with other psychology undergraduate study programmes in European countries that are members of the EuroPsy network.

1.7. Openness of the study programme to student mobility (horizontal, vertical in the Republic of Croatia, and international)

In accordance with the regulations of the Faculty for Humanities and Social Studies in Split, students have the possibility to finish one or more semesters outside of their home institution, in other Croatian or European Universities. After finishing this undergraduate study, bachelors of psychology are free to continue their education on the graduate level on either one of the universities that offer graduate studies in Croatia (Faculty of Humanities and Social Sciences in Zagreb, Rijeka, Osijek, University of Zadar, Centre for Croatia Studies in Zagreb), or in the EU. Due to the fact that Croatia is a member of the EU, and that this study programme is in concordance with the demands set by the European qualification standard for psychologists (EuroPsy), vertical mobility, or the continuance of the education on the graduate level in EU or other European countries is possible.

1.8. Compatibility of the study programme with the University mission and the strategy of the proposer, as well as with the strategy statement of the network of higher education institutions

According to the 2015-2020 University of Split development strategy, one of the strategic goals which refers to the study programmes and students is Strategic goal 4: Integration into the European area of higher education, internationalization of study programmes and the forming of joint studies with the eminent European and world universities, which have specific tasks: Increase in the number of study programmes performed in English and the increase in the number of foreign nationals enrolled in the University (University of Split, Development Strategy 2015-2020, http://www.unist.hr/Portals/0/datoteke/dokumenti/UNIST_STRATEGIJA_2015_2020.pdf).
One other important strategic goal is Strategic goal 5: Increase in the incoming and outgoing international, national, intercollegiate and within university student and professors' mobility.

This study programme is compatible with previously mentioned goals, because it is a new self-financing study programme in English, with probable foreign and domestic students.

This study programme is compatible with the Faculty for Humanities and Social Studies in Split strategy for development, seeing as one of the strategy activities includes the development of self-financing study programmes in English. It is also compatible with the Strategy for science, education and technology (New colours of knowledge-http://novebojeznanja.hr/UserDocsImages//datoteke/3.1.pdf), and its seventh goal: Internationalise higher education and integrate it in the European and world area of higher education, with the emphasis on the organisation of study programmes performed in foreign languages (goal 7.2.).

1.9. Current experiences in equivalent or similar study programmes

Since 2005., undergraduate and graduate studies for social sciences (Sociology, Pedagogy, Early and Preschool Education, Teacher Education) and Humanities (Croatian Language and Literature, English Language and Literature, Italian Language and Literature, History, History of Art, Philosophy), as well as the doctoral study for Humanities, have been held on the Faculty of Humanities and Social Sciences in Split (formerly High Educational School and Department for Humanities). Chair for psychology has been founded in 2013, and it currently employs six psychologists, four of them research- scientific and teaching professions. Psychology teachers are involved in undergraduate and graduate studies of the Faculty of Humanities and Social Studies since its foundation, lecturing a number of classes, such as general psychology, cognitive psychology, research methodology, statistics, and developmental psychology, educational and school psychology. Additionally, psychology teachers are involved in the Doctoral Study of Humanities on the Faculty of Humanities and Social Sciences in Split, Postgraduate Interdisciplinary Specialist Study of Probation and the life-long learning programmes, created primarily for teachers and educators. Psychology teachers have also lectured a number of classes, such as general psychology, research methodology, cognitive psychology, developmental psychology and educational psychology in several faculties in Split (School of Medicine, Catholic Faculty of Theology) and Universities in Croatia (University of Zadar, University of Zagreb) as associates.

2. DESCRIPTION OF THE STUDY PROGRAMME

2.1. General information

Scientific/artistic area of the study programme	Social sciences, Psychology
Duration of the study programme	6 semesters
The minimum number of ECTS required for completion of study	180
Enrolment requirements and admission procedure	Participants will have to pass the admission procedure for enrolment. For the participants from Croatia results from the state graduation exam will be taken into consideration, and for the foreign students its equivalent from their country.

2.2. Learning outcomes of the study programme (name 15-30 learning outcomes)

Learning outcomes of this study programme include knowledge, skills and abilities obtained from various psychological disciplines, research methodology and statistics, and personal competencies. Upon completion of this study programme students will be able to:

1. Search for the relevant scientific and professional psychology literature
2. Find an area of psychology that is of personal interest to the student
3. Explain the role of a psychologist in different areas of work
4. Apply the skills required for self- learning
5. Apply interpersonal and communication skills in the personal and professional context
6. Underline the importance of ethical principles and standards in psychology
7. Analyse the relationship between psychology as a science and as a profession
8. Explain the fundamental concepts in basic psychological disciplines
9. Analyse different theoretical approaches in the basic psychological disciplines
10. Explain different theoretical approaches in the applied psychological disciplines
11. Analyse various theoretical approaches in the applied psychological disciplines
12. Apply the skills learnt from the methodology of scientific research in the planning, conduction and the reporting of scientific research results
13. Recognise the specific problems that appear in psychology, and be able to form the corresponding research questions
14. Translate the research questions into a researchers design
15. Conduct quantitative and qualitative research in psychology
16. Analyse the research data
17. Form a scientific report about the conducted research in psychology
18. Critically interpret the scientific psychology literature
19. Self-evaluate students' own accomplishments

2.3. Employment possibilities

Based on the existing regulations in Croatia and the European regulations about psychology, bachelors of psychology are not able to work as psychologists. They are, however, able to plan and conduct research and gather and analyse data, which enables them to be employed in various institutions (market research, telecommunication, media, civil organisations…) due to their methodology competences. Additionally, bachelors of psychology are included in various civil and other organisations, where they may obtain experience required for later psychology jobs. Due to the previously mentioned regulations, most bachelors of psychology opt for the continuation of education by enrolling in the graduate psychology study.

2.4. Possibilities of continuing studies at a higher level

After finishing this undergraduate study of psychology in English, every student is able to continue education in various universities in Croatia and other European countries.

2.5. Name lover level studies of the proposer or other institutions that qualify for admission to the proposed study

There are no lower level studies.

2.6. Structure of the study

This study programme is six semesters, or three years long, and it includes a minimum of 180 ECTS. According to the Croatian qualification framework, this study corresponds to level six. 30 ECTS are required per semester, what is an equivalent of about 900 hours of study, or 40 hours of study per week. This includes 20-25 hours of direct teaching, and 15-20 hours of independent study per week. Direct teaching includes lectures, seminars, practice, mentorships and exams. Independent study includes individual students' work, which consists of literature research, homework, research, and exam studying. Direct teaching of theory classes will be concentrated, while all methodology and statistical classes will be taught on a weekly basis.

The first year includes direct teaching of 15 mandatory and one elective course. Second year includes direct teaching of 12 mandatory and four elective courses. Third year includes direct teaching of six mandatory and 7 elective courses, plus a bachelor's thesis. The study is concluded when a student obtains 180 ECTS point and defends its bachelor's thesis.

This study programme was made in concordance with the European psychology diploma directives (EuroPsy), and it includes mandatory courses, methodology and statistical courses, personal skills' courses and elective courses which make up for 20% (36 ECTS) of the total number of ECTS points. In concordance with the European psychology diploma directives, this study programme includes 17 ECTS points obtained from non-psychology courses, 35 ECTS points from methodology courses, while the rest of the ECTS points are obtained from theoretical and personal skills (academic, social or professional) courses.

Optimal number of students is 30 per year, with a minimum of 25 and maximum of 35, and they make one study group. 42 ECTS point are required to enrol in the next study year. Special requirements for attending certain courses, if they exist, are stated in the descriptions of individual courses (2.13 Course description).

Students that terminate or lose their right to study may exercise their rights in accordance with the regulations of the Faculty for Humanities and Social Studies in Split.

2.7. Guiding and tutoring through the study system

Guiding and tutoring students through the study system in a task for the head of the department (currently Chair for Psychology), and for all the teachers that are members of that department (currently Chair for Psychology). When they enrol in the study programme, a mentor that is a teacher on the study programme (member of Chair for Psychology) and the employee of the Faculty, will be assigned to every student. He will be available during office hours for every question regarding the study programme. At the beginning of the third year, during which students are required to write their bachelor thesis, every student will be able to choose a mentor for that year, who will help them with their bachelor's thesis. Students of the proposed study programme may ask for advice from the Centre for counselling that is a part of the Faculty for Humanities and Social Studies.

2.8. List of courses that the student can take in other study programmes

Since this study programme is in English, students are free to enrol in elective courses from other studies offered in Faculty for Humanities and Social Studies, provided they are held in English.

2.9. List of courses offered in a foreign language as well (name which language)

This study programme is held in English in its entirety.

2.10. Criteria and conditions for transferring the ECTS credits

Students are free to enrol in the next study year if they achieve a minimum of 42 ECTS points during their previous study year. If a student does not pass all of the courses in the previous year, he will have to enrol in them again, before enrolling in the courses offered in the next year. ECTS points obtained outside of the parent institution are accepted and valued the same as the ECTS points obtained in the parent institution. The criteria and the conditions required to transfer ECTS points are defined by the acts of the Faculty for Humanities and Social Studies in Split.

2.11. Completion of study

Final requirement for completion of study	Final thesis ☒ Diploma thesis ☐	Final exam ☐ Diploma exam ☐
Requirements for final/diploma thesis or final/diploma/exam	The bachelor thesis is applied after the enrolment in the fifth semester. To apply for the defence of the bachelor thesis, a student has to pass all the exams and fulfil all the other requirements that are defined by the study programme.	
Procedure of evaluation of final/diploma exam and evaluation and defence of final/diploma thesis	Bachelor's thesis includes writing of the research scientific paper in the field of psychology. After the approval of the mentor and the application for the defence of the paper, thesis must be approved by the other two members of the committee, and the written part must be positively graded. Oral part of the defence is held in front of the committee, which consists of three members. The procedure for the application, the writing and the defence of the bachelor's thesis is defined by the rulebook for bachelors and masters thesis (available on-line Faculty for Humanities and Social Studies in Split).	

2.12. List of mandatory and elective courses

List of courses						
Year of study: 1						
Semester: 1						
STATUS	CODE	COURSE	HOURS IN SEMESTER			ECTS
			L	S	E	F	
Mandatory		Introduction to Psychology	15	15	0	0	3
		Philosophy	30	0	0	0	4
		Sociology	30	15	0	0	4
		History of Psychology	15	0	15	0	3
		Anatomy and Physiology of the Central Nervous System	15	31	14	0	5
		Introduction to Research Methods	30	0	15	0	4

			L	S	E	F	
		Statistics I	30	0	30	0	5
		Academic Skills	0	0	30	0	2
	Total						**30**
	There are no elective courses in the first semester						

List of courses							
Year of study: 1							
Semester: 2							
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	F	
		Biological Foundations of Psychological Processes	30	15	0	0	4
		Personality	30	30	0	0	5
		Perception, Learning and Memory	30	15	0	0	4
		Developmental Psychology of Childhood and Adolescence	30	15	0	0	4
		Emotion and Motivation	30	15	0	0	4
		Statistics II	30	0	15	0	4
		Interpersonal and Communication Skills	0	0	15	0	2
	Total						27
Elective		Introspection	30	0	0	0	3
		Child and Creativity	15	15	0	0	3
		Media Psychology	15	15	0	0	3
	Students choose 1 elective course						

List of courses							
Year of study: 2							
Semester: 3							
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	F	
Mandatory		Developmental Psychology of Adulthood and Aging	15	15	0	0	3
		Intelligence, Thinking and Language	30	15	0	0	4
		Neuropsychology	30	15	0	0	4
		Applied Research Methods I	0	0	45	0	5
		Quantitative Research Designs	30	0	30	0	5
		Psychology of Consciousness	15	15	0	0	3

	Total						**24**
Elective		Attachment across the Life-span	15	15	0	0	3
		Parenting in the Life-span Perspective	15	15	0	0	3
		Adult Education	15	15	0	0	3
		Understanding the Childhood	15	15	0	0	3
	Students choose 2 elective courses						

List of courses							
Year of study: 2							
Semester: 4							
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	F	
Mandatory		Social Psychology	30	15	0	0	4
		Psychopathology	25	16	16	0	4
		Anthropology	30	10	0	5	4
		Qualitative Research Designs	15	0	30	0	3
		Basics of Psychometrics	30	15	15	0	5
		Applied Research Methods II	0	0	45	0	4
	Total						24
Elective		Psychology of Religion	15	15	0	0	3
		Psychology of Music	15	15	0	0	3
		Partnership between Family and Local Community	15	15	0	0	3
		Psychology of Sport and Exercise	15	10	10	0	3
	Students choose 2 elective courses						

List of courses							
Year of study: 3							
Semester: 5							
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	F	
Mandatory		Group Processes	30	15	0	0	4
		Clinical Psychology	30	16	14	0	5
		Educational Psychology	30	30	0	0	5
		Work and Organisational Psychology	30	30	0	0	5
		Ethics in Psychology	15	15	0	0	3

		Professional Skills and Career Planning	5	0	10	0	2
	Total						**24**
Elective		Inclusive Environments	15	30	0	0	3
		Developmental Psychopathology	15	15	0	0	3
		New Methodological Practices in Research in Psychology	15	0	15	0	3
		Psychology of the Self	15	15	0	0	3
	Students choose 2 elective courses						

List of courses							
Year of study: 3							
Semester: 6							
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	F	
		Bachelor Thesis					15
	Total						
Elective		Judgment and Decision Making	15	15	0	0	3
		Violence in Close Relationships	15	15	0	0	3
		Child Abuse and Neglect	15	15	0	0	3
		Eating Disorders	15	15	0	0	3
		Prevention of Behavioural Problems	15	15	0	0	3
		Behavioural Addictions	15	15	0	0	3
		Psychology of Art	15	15	0	0	3
		Health Psychology	14	16	0	0	3
		Psychology of the Sexuality	15	15	0	0	3
		Stress at Workplace	15	15	0	0	3
		Philosophical Counselling	30	15	0	0	3
		Psychological Aspects of Digital Media	15	15	0	0	3
	Students choose 5 elective courses						
	Student can also choose amongst elective courses from 4th semester if they did not enrol them earlier.						

2.13. Course description

NAME OF THE COURSE		Introduction to Psychology	
Code		Year of study	1. (1st semester)
Course teacher	Darko Hren, PhD, associate professor	Credits (ECTS)	3

Associate teachers		Type of instruction (number of hours)		L	S	E	F
				15	15	0	0
Status of the course	mandatory	Percentage of application of e-learning		up to 30%			

COURSE DESCRIPTION	
Course objectives	The goal of the course is to familiarize students with main areas of research and professional work in psychology
Course enrolment requirements and entry competences required for the course	Speaking and writing fluency in English
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After the course, students will be able to: 1. Describe and explain development and fundamentals of psychological science; 2. Explain key approaches in psychological research; 3. Describe, explain, and compare main branches and fields of study in psychology; 4. Analyse the application of research findings in practice.
Course content broken down in detail by weekly class schedule (syllabus)	1. Fundamentals of psychology (1L+1S) 2. Psychological research (1L+1S) 3. Biopsychology (1L+1S) 4. States of consciousness (1L+1S) 5. Sensation and perception (1L+1S) 6. Thinking and intellligence (1L+1S) 7. Memory (1L+1S) 8. Learning (1L+1S) 9. Lifespan development (1L+1S) 10. Social psychology (1L+1S) 11. Personality (1L+1S) 12. Emotion and motivation (1L+1S) 13. Psychological disorders (1L+1S) 14. Therapy and treatment (1L+1S) 15. Stress and health (1L+1S)
Format of instruction	☒ lectures ☒ seminars and workshops ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work ☐ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)
Student responsibilities	Class attendance, active class participation, preparation and presentation of the seminar, tests, oral exam.

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	1	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0.5	(Other)	
	Tests	1	Oral exam	0.5	(Other)	
	Written exam		Project		(Other)	

Grading and evaluating student work in class and at the final exam	Final grade is formed based on regular evaluation of participation and work in the classroom (20%), seminar (20%), tests/written exam (30%) and oral exam (30%).		
Required literature (available in the library and via other media)	**Title**	**Number of copies in the library***	**Availability via other media**
	1. Kalat, J.W. (2017). *Introduction to Psychology*. Boston, MA: Cengage Learning.	0	course teacher
Optional literature (at the time of submission of study programme proposal)	-		
Quality assurance methods that ensure the acquisition of exit competences	Quality assurance methods that ensure the acquisition of exit competences include students' evaluation, the student achievement in the course, periodic independent external program review and periodic internal review of the annual detailed curriculum implementation and examination procedures.		
Other (as the proposer wishes to add)	*Literature is in the process of being acquired for the library; currently available from course teacher		

NAME OF THE COURSE	Philosophy				
Code		Year of study	1.(1st semester)		
Course teacher	Bruno Ćurko, PhD, assistant professor	Credits (ECTS)	4		
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			30	0	0	0
Status of the course	mandatory	Percentage of application of e-learning	0%		
COURSE DESCRIPTION					
Course objectives	The aim of the course is to teach students basic philosophical knowledge, philosophical disciplines and history of philosophy.				
Course enrolment requirements and entry competences required for the course	Speaking and writing fluency in English				
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After completing the course students should be able to: 1. Know to use basic philosophical concepts 2. Identify basic problems of philosophical disciplines; 3. Conceptualize basic philosophical problems. 4. Critically reflect about the various philosophical discipline. 5. Use the history of philosophy for reflecting about fundamental philosophical problems 6. Know the history of philosophy 7. Have ability to link everyday problems with philosophical problems				
Course content broken down in detail by weekly class schedule (syllabus)	1. Introduction to Philosophy (2 hours) 2. Metaphysics and Ontology (2 hours) 3. Ethics and aesthetics (2 hours) 4. Epistemology and Anthropology (2 hours) 5. Pre-Socratic Philosophy (2 hours)				

	6. Socrates, Plato and Aristotle (2 hours) 7. Hellenistic philosophy and Philosophy in the Roman Empire (2 hours) 8. Medieval Philosophy and Renaissance Philosophy (2 hours) 9. Empiricism and Rationalism (2 hours) 10. Enlightenment (2 hours) 11. Classical German idealism (2 hours) 12. Kierkegaard and Nietzsche (2 hours) 13. Karl Marx and Marxism (2 hours) 14. Positivism (2 hours) 15. Modern philosophical directions (2 hours)
Format of instruction	☒ lectures ☐ seminars and workshops ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work ☒ independent assignments ☒ multimedia ☐ laboratory ☐ work with mentor ☐ (other)
Student responsibilities	Regular attendance, taking notes during lectures and participation in discussion for the purpose of exam preparation

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	1	Research		Practical training	
	Experimental work		Report		(Other)	Reading diary: taking notes during reading original literature
	Essay		Seminar essay	1	(Other)	
	Tests		Oral exam	1	(Other)	
	Written exam		Project		(Other)	

Grading and evaluating student work in class and at the final exam	The entire course work will be valuated during the semester. Evaluation stems from participation in lectures, evaluation of seminar work and assessment from colloquia. The rating includes an assessment of the reading of the original literature.

Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	1. Robert C. Solomon, Kathleen Marie Higgins. *A Short History of Philosophy*, Oxford University Press, 1996.	0	course teacher
	2. Russell, Bertrand. *History of Western Philosophy* Simon and Schuster, New York, 1945.	0	https://archive.org/stream/westernphilosoph035502mbp/westernphilosoph035502mbp_djvu.txt
	3. Russell, Bertrand. *The Problems of Philosophy*, Oxford University Press, 1997.	0	http://www.gutenberg.org/files/5827/5827-h/5827-h.htm

Optional literature (at the time of submission of study programme proposal)	1. Copleston Frederick, S.J. *History of philosophy* - Greece and Rome - from the Pre-Socratics to Plotinus, New York, Image books Doubleday, 1994. 2. Copleston Frederick, S.J. *History of philosophy - Medieval Philosophy from Augustine to Duns Scotus,* New York, Image books Doubleday, 1994. 3. Copleston Frederick, S.J. *History of philosophy - Late Medieval and Renaissance Philosophy*, New York, Image books Doubleday, 1952.

	4. Copleston Frederick, S.J. *History of philosophy Modern Philosophy - From Descartes to Leibniz*, New York, Image books Doubleday, 1994. 5. Copleston Frederick, S.J. *History of philosophy Modern Philosophy - The British Philosophers from Hobbes to Hume*, New York, Image books Doubleday, 1994. 6. Copleston Frederick, S.J. *History of philosophy Modern Philosophy - From the French Enlightenment to Kant,* New York, Image books Doubleday, 1994. 7. Copleston Frederick, S.J. *Modern Philosophy - From the Post-Kantian Idealists to Marx, Kierkegaard, and Nietzsche*, New York, Image books Doubleday, 1994. 8. Copleston Frederick, S.J. *Modern Philosophy - Empiricism, Idealism, and Pragmatism in Britain and America*, New York, Image books Doubleday, 1994. 9. Copleston Frederick, S.J. *Modern Philosophy - From the French Revolution to Sartre, Camus, and Levi-Strauss*, New York, Image books Doubleday, 1994.
Quality assurance methods that ensure the acquisition of exit competences	Quality assurance methods that ensure the acquisition of exit competences include students' evaluation, the student achievement in the course, periodic independent external program review and periodic internal review of the annual detailed curriculum implementation and examination procedures.
Other (as the proposer wishes to add)	-

NAME OF THE COURSE	Sociology					
Code		Year of study	1.(1st semester)			
Course teacher	Zorana Šuljug Vučica, PhD, assistant professor	Credits (ECTS)	4			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			30	15	0	0
Status of the course	mandatory	Percentage of application of e-learning	30%			
COURSE DESCRIPTION						
Course objectives	Getting acquainted with the fundamental terminology of sociology. Insights into basic sociological knowledge with the aim of developing knowledge about aspects of social phenomena and process.					
Course enrolment requirements and entry competences required for the course	Speaking and writing fluency in English					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: 1. Define and explain basic sociological concepts. 2. Identify and understand different social phenomena, processes and changes in the narrow and wider social context. 3. Explain classical and contemporary theoretical approaches in sociology. 4. Connect the current social phenomena and identify the causal relationships between them. 5. Discuss about the relevant social problems in the Croatian society and the wider social environment.					

Course content broken down in detail by weekly class schedule (syllabus)	1. *Sociology as a science of society* (subjects and problems of sociology). (lectures -1 hour) 2. *Sociological view of the world* (development of sociological thinking, overview of sociological perspectives). (lectures - 1 hour, seminars – 1 hour) 3. *Sociological research and methods* (definition, types, approaches, methodological aspects: topic, subject, objectives, sample, hypotheses, methods, measurement instrument, statistical analysis, field, interpretation of research results). (lectures - 1 hour, seminars – 1 hour) 4. *Culture and Society* (concept of culture, cultural diversity and ethnocentrism, socialization, social roles, identity). (lectures - 2 hours, seminars – 1 hour) 5. *Globalization and the changing world* (types of society, social change, modern world, globalization). (lectures - 2 hours, seminars – 1 hour) 6. *Social interaction and everyday life* (communication, social interaction rules, interaction in time and space). (lectures - 2 hours, seminars – 1 hour) 7. *Gender and sexuality* (gender differences, gender inequality, gender socialization, homosexuality, prostitution). (lectures - 2 hours, seminars – 1 hour) 8. *Family and intimate relationships* (family history, theoretical perspectives, marriage and divorce, alternative marriage, family life, violence and domestic abuse) (lectures - 2 hours, seminars – 1 hour) 9. *Education* (types, theories, research). (lectures - 2 hours, seminars – 1 hour) 10. *Health, illness and aging* (social bases of health and illness, medicine and society, aging problems). (lectures - 2 hours, seminars – 1 hour) 11. *Crime and Deviation* (Explorations of crime and deviation, social theory, organized crime, crime reduction strategies). (lectures - 2 hours, seminars – 1 hour) 12. *Class, stratification and inequality* (class theory and stratification, class divisions in contemporary society, social mobility). (lectures - 2 hours, seminars – 1 hour) 13. *Poverty, social exclusion and prosperity* (poverty explanation, poverty measurement, poverty and social mobility, forms of social exclusion). (lectures - 2 hours, seminars – 1 hour) 14. *Work and economic life* (paid and unpaid work, division of labour and economic dependence, transformation of work, women and work, unemployment). (lectures - 2 hours, seminars – 1 hour) 15. *Cities and urban life* (city development, urban trends, cities and globalization, city management). (lectures - 2 hours, seminars – 1 hour) 16. *The ecological problems of modern society* (population growth, human influence on nature, risks, prospects of the future). (lectures - 2 hours, seminars – 1 hour)
Format of instruction	☒ lectures ☒ seminars and workshops ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work ☒ independent assignments ☐ multimedia ☐ laboratory ☒ work with mentor ☐ (other)
Student responsibilities	Attendance (70%), tests, written exams, oral exam. Seminar work/paper and presentation.

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	1	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1	(Other)	
	Tests	1	Oral exam		(Other)	
	Written exam	1	Project		(Other)	

Grading and evaluating student work in class and at the final exam	Attending classes Tests Written exam Seminar work and presentation

Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	1. Fulcher, J.; Scott, J. (2011). *Sociology.* Fourth Edition. Oxford, New York: Oxford University Press.	0	course teacher
	2. Giddens, A. (2009). Sociology. Sixth Edition. Cambridge, Malden: Polity Press.	0	course teacher
	3. Kornblum, W. (2012). *Sociology in a Changing World.* Wadsworth: Cengage Learning.	0	course teacher
	4. Scott, J. (ed.) (2014). *A Dictionary of Sociology.* Oxford: Oxford University Press.	0	course teacher

Optional literature (at the time of submission of study programme proposal)	1. Ferrante, J. (2015). *Seeing Sociology: An Introduction.* Third Edition. Boston: Cengage Learning. 2. Hester, S.; Eglin, P. (2017). *Sociology of Crime.* Second Edition. New York: Routledge. 3. Leburić, A.; Ljubetić, M.; Šuljug Vučica, Z. (2011). The Gifted in the Educational System of Croatia. In Kahn, R.; Mazur, S. (eds.) *Educational Studies and School* (pp. 175-186). Los Angeles, USA: Antioch University Los Angeles, Department of Education. 5. Leburić, A.; Šuljug Vučica, Z. (2011). Democratization of Communication in New Media: Results of Discourse Analysis and Internet Research. In *Information Society and Globalization: Transformation of Politics.* Series of Political Science Research Centre Forum. Book 9. (pp. 151-173). Zagreb: Political Science Research Centre Zagreb. 6. Leburić, A.; Šuljug, Z. (2007). Illegal Construction in Urban Space of City of Split: Conflicts and their Perspectives. U *Przemiany przestrzenne w dużych miastach Polski i Europy Środkowo-Wschodniej* (pp. 47-61). Kraków (Polland): Zaklad Wydawniczy „Nomos" (Instytut Socjologii Uniwersytetu Rzeszowskiego). 7. Leburić, A.; Čaldarović, O.; Maroević, M. (2006). *Social Assessment of Elementary Life Systems: Sociological Study of Social Assumpions of Carrying Out the Kaštela – Trogir Sewage System.* Biblioteka: Suvremena istraživanja, knjiga br.1. Split: Filozofski fakultet Sveučilišta u Splitu.

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<tr><td rowspan="2"></td><td>8. Roberts, K. (2012). Sociology. An Introduction. Cheltenham, Northampton: Edward Elgar.
9. Saltzman Chafetz, J. (2006). Handbook of Sociology of Gender. New York: Springer.
10. Šuljug Vučica, Z.; Lončar, M.; Nigoević, M. (2015). Representation of Feminity in Advertising Images: A Visual Analysis. 2nd International Multidisciplinary Scientific Conference on Social Science and Arts (SGEM 2015). Conference proceedings. Secretariat Bureau (ed.). Sofija, Bugarska: STEF 92 Technology Ltd. pp. 761-768.
11. Šuljug Vučica, Z.; Lončar, M., Plepel, A. (2015). Internet and the Democratization of Media Content in Croatia: Content Analysis of Web Portals. Mediterranean Journal of Social Sciences, 6(2) S5:243-248.
12. Weitz, R. (2015). The Sociology of Health, Illness, and Health Care. A Critical Approach. Boston: Cengage Learning.</td></tr>
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Quality assurance methods that ensure the acquisition of exit competences	Quality assurance methods that ensure the acquisition of exit competences include students' evaluation, the student achievement in the course, periodic independent external program review and periodic internal review of the annual detailed curriculum implementation and examination procedures.
Other (as the proposer wishes to add)	-

NAME OF THE COURSE	History of Psychology					
Code		Year of study	1.(1st semester)			
Course teacher	Goran Kardum, PhD, full professor	Credits (ECTS)	3			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			15	0	15	0
Status of the course	mandatory	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
Course objectives	Main objective of this course is to inform students about the development of psychology throughout history. Additionally, other objectives are to understand the basis for different areas of psychology in the context of their development with special emphasis on the development of methodology, area of research and methods used in psychology.					
Course enrolment requirements and entry competences required for the course	Speaking and writing fluency in English					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After the completion of the course students will be able to: 1. Explain various concepts in the development of psychology, its timeframe and the area of research 2. Compare the developmental context of various areas of psychology 3. Explain the occurrence of methodology in psychology and the meta-language of psychology 4. Analyse classical and contemporary approaches to psychology					

	5. Explain the development of different approaches to psychology with regards to cultural differences
Course content broken down in detail by weekly class schedule (syllabus)	1. Introduction – psychology and history (1L+1E) 2. Antiquity (1L+1E) 3. Middle ages and the scholasticism (1L+1E) 4. Modern age (1L+1E) 5. Experimental age, the basis for the development (1L+1E) 6. The development of psychoanalysis (1L+1E) 7. The development of behaviourism (1L+1E) 8. The development of cognitive and social theories (1L+1E) 9. The development and the influence of neuroscience, genetics and technology (1L+1E) 10. The world of variables – the development of the psychological meta-language (1L+1E 11. The development of biased approaches and the subjectivity of psychology (WEIRD) (1L+1E) 12. Clinical psychology and the deviations in the behaviour (2L+2E) 13. The development of psychology in Croatia, Europe and USA (2L+2E)

Format of instruction	☒ lectures ☐ seminars and workshops ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work	☒ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)

Student responsibilities	Class attendance, active participation, essay and exam

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	1	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay	1	Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1	Project		(Other)	

Grading and evaluating student work in class and at the final exam	Final grade is a result of active participation in classes, essay and written exam.

	Title	Number of copies in the library*	Availability via other media
Required literature (available in the library and via other media)	1. Valsiner, J. & Brinkmann, S. (2016). Beyond the "Variables": Developing Metalanguage for Psychology. In S. H. Klempe & R. Smith (ed.), *Centrality of History for Theory Construction in Psychology.* Springer International Publishing.	0	course teacher
	2. Pickren,W.E. & Rutherford, A. (2010). *A history of modern psychology in context.*	0	course teacher

	John Wiley & Sons, Inc., Hoboken, New Jersey.		
Optional literature (at the time of submission of study programme proposal)	1. Brett, G. S. (2013). *A history of psychology. Ancient and Patristic* (Vol. I). London & New York: Routledge. 2. Brett, G. S. (2013). *A history of psychology. Mediaeval and Early Modern Period* (Vol. II). London & New York: Routledge. 3. Brett, G. S. (2013). *A history of psychology. Modern Psychology* (Vol. III). London & New York: Routledge.		
Quality assurance methods that ensure the acquisition of exit competences	Quality assurance is assessed through student evaluations, students` success in this course, periodic external evaluation of the programme, and the periodic internal evaluation of the annual study programme and exam procedures.		
Other (as the proposer wishes to add)	*Literature is in the process of being acquired for the library; currently available from course teacher		

NAME OF THE COURSE	Anatomy and Physiology of the Central Nervous System				
Code		Year of study	1.(1st semester)		
Course teacher	Renata Pecotić, PhD, associate professor	Credits (ECTS)	5		
Associate teachers	Prof. Zoran Đogaš Prof. Maja Valić Assist. Prof. Ivana Pavlinac Dodig Linda Lušić Kalcina, MS Maja Rogić Vidaković, MSLP, MS, PhD Katarina Madirazza, MS	Type of instruction (number of hours)	L 15	S 31	E 14	F 0
Status of the course	mandatory	Percentage of application of e-learning	0 %		
COURSE DESCRIPTION					
Course objectives	Neuroscience is one of the basic medical sciences studying morphology and function of a healthy nervous system, with an emphasis on the mechanisms responsible for achieving its role as a central organism control and management system. This course will introduce students to and enable them to approach problems in this area using scientific methods.				
Course enrolment requirements and entry competences required for the course	Speaking and writing fluency in English				
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	1. Name, recognize and describe morphologic characteristics of the central nervous system, midbrain, brainstem, peripheral nervous system, spinal cord and describe their function. 2. Describe basic electrophysiological characteristics of the neuron, explain mechanisms of the generation of transmembrane resting potentials, action potentials and postsynaptic potentials. 3. Describe the principle of the information transmission between neurons, classify and explain characteristics and mechanisms of neurotransmitters' action, describe the structure of the receptors, and discuss their role in the information transmission. 4. Describe, explain and outline principles of sensory system organization. 5. Describe, explain and outline principles of motor system organization.				

Note: In the "Associate teachers" row, the instruction-hours columns are: L = 15, S = 31, E = 14, F = 0.

	6. Describe, explain and interpret neurophysiologic characteristics of the general brain function: learning and memory, emotions, sleep and wakefulness. 7. Use acquired theoretical knowledge in solving practical electrophysiological problem tasks on computer. 8. Use acquired theoretical knowledge and demonstrate skills in recording of human bioelectrical potentials (EEG, and EOG).
Course content broken down in detail by weekly class schedule (syllabus)	LECTURES (15 hours) L1 (1 hours) Introduction in neuroanatomy of nervous system L2 (2 hours) Neuron is basic structural-functional unit of the CNS L3 (1 hours) Development of the CNS and processes of development reorganization and plasticity L4 (2 hours) Biophysical basics of excitability L5 (2 hours) Neurotransmitters in health and disease L6 (1 hour) Serotonin L7 (2 hours) General organization of the sensory system L8 (1 hour) General organization of the motor system L9 (2 hours) General brain function and sleep L10 (1 hour) Brain lateralization SEMINARES (31 hours) S1 (2 hours) The structure of grey and white matter of the spinal cord S2 (2 hours) The structure of grey and white matter of the brainstem and cerebellum S3 (2 hours) The structure of grey and white matter of the diencephalon and telencephalon S4 (1 hours) Cell membrane, ion channels, passive and active neuron properties S5 (2 hours) Structure and function of the synapse and the cellular basis of behaviour S6 (2 hours) Neurotransmitters and receptors S7 (2 hours) Perception of pain, temperature and touch S8 (1 hour) Visual perception S9 (2 hours) Motor functions of the spinal cord, cerebellum and the basal ganglia S10 (2 hours) Neuroanatomy of speech and language S11 (2 hours) General brain functions and EEG S12 (2 hours) Stages of wakefulness and alertness; sleep S13 (1 hours) Organization and structure functions of the limbic system S14 (2 hours) Neurobiology of emotion and sexuality S15 (2 hours) Neurobiology of attention and associative functions of the prefrontal and posterior parietal cortex S16 (2 hours) Anatomy and psychology of learning and memory S17 (2 hours) Cellular mechanisms of learning and memory Exercises (14 hours) E1 (2 hours) Resting potential and action potential E2 (2 hours) Signalization E3 (2 hours) Physiology of senses E4 (1 hour) TMS E5 (1 hour) EEG E6 (3 hours) SleepLab Polysomnography E7 (1 hours) SleepLab Polysomnography report E8 (2 hours) Reflexes and reaction time

Format of instruction	☒ lectures	☐ independent assignments
	☒ seminars and workshops	☐ multimedia
	☒ exercises	☒ laboratory
	☐ *on line* in entirety	☐ work with mentor
	☐ partial e-learning	☐ (other)

	□ field work				
Student responsibilities	Regular class attendance, written and oral exam				
Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	1	Research		Practical training	1
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam	2	(Other)	
	Written exam	1	Project		(Other)	
Grading and evaluating student work in class and at the final exam	In-course tests; Final written examination; Oral exam				

	Title	**Number of copies in the library**	**Availability via other media**
Required literature (available in the library and via other media)	1. Allan Siegel and Hreday N. Sapru: *Essential Neuroscience*, 4th Edition.	5*	
	2. Purves et al. *Neuroscience* 5th edition published by Sinauer Associates	5*	

Optional literature (at the time of submission of study programme proposal)	1. Kandel, E.R., Schwartz, J.H. and Jessel, T.M. (2000). *Principles of Neural Science*, 4th edition. USA, New York: McGraw-Hill.
Quality assurance methods that ensure the acquisition of exit competences	Quality assurance is assessed through student evaluations, students` success in this course, periodic external evaluation of the programme, and the periodic internal evaluation of the annual study programme and exam procedures.
Other (as the proposer wishes to add)	*Library of the Medical School, University of Split.

NAME OF THE COURSE	Introduction to Research Methods				
Code		Year of study	1.(1st semester)		
Course teacher	Goran Kardum, PhD, full professor	Credits (ECTS)	4		
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			30	0	15	0
Status of the course	mandatory	Percentage of application of e-learning	0%		
COURSE DESCRIPTION					
Course objectives	Main objective of this course is to obtain basic knowledge about research in psychology. Additionally, other objectives include students` introduction with research methodology in psychology, formulation of the research proposal, writing of the				

	scientific report, introduction with quantitative, qualitative and correlations research in psychology, obtaining basic knowledge about the constructions of psychological tests, and familiarizing with ethical rules and regulations as well as means of handling the collected data.
Course enrolment requirements and entry competences required for the course	Speaking and writing fluency in English
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After the completion of the course students will be able to: 1. Explain research methodology in psychology 2. Formulate a simple research proposal 3. Differentiate and recognize various types of research in psychology 4. Choose the appropriate type of research with regards to the desired outcomes 5. Name requirements for the construction of psychological tests 6. Explain ethical rules and regulations as well as means of handling the collected data in psychology
Course content broken down in detail by weekly class schedule (syllabus)	1. Introduction- research in psychology (2L+1S) 2. Aims and hypothesis (2L+1S) 3. Variables, concepts and measures in psychology (2L+1S) 4. Sampling and generalization (2L+1S) 5. Literature research and report writing (2L+1S) 6. Quantitative research (2L+1S) 7. Correlational and longitudinal research (2L+1S) 8. Psychological tests (2L+1S) 9. Reliability and validity (2L+1S) 10. Quantitative research (2L+1S) 11. Ethical rules and means of handling the collected data (2L+1S)

Format of instruction	☒ lectures ☒ seminars and workshops ☐ exercises ☐ *on line* in entirety ☒ partial e-learning ☐ field work	☒ independent assignments ☒ multimedia ☐ laboratory ☒ work with mentor ☐ (other)
Student responsibilities	Student responsibilities include regular attendance, participation in the exercises and the passing grade in the tests and the exam.	

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	1	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1	(Other)	
	Tests		Oral exam	1	(Other)	
	Written exam	1	Project		(Other)	

Grading and evaluating student work in class and at the final exam	Class atendence, seminar work, written and oral exam.

Required literature (available in the library and via other media)	Title	Number of copies in the library*	Availability via other media
	1. Howitt, D. & Cramer, D. (2011). *Introduction to Research Methods in Psychology, Third Edition.* Harlow: Pearson Education Limited	0	course teacher
Optional literature (at the time of submission of study programme proposal)	1. Weiner, I. B. (2003). *Handbook of Psychology: Volume 2- Research Methods in Psychology.* New Jersey: John Wiley & Sons, Inc.		
Quality assurance methods that ensure the acquisition of exit competences	Quality assurance is assessed through student evaluations, students` success in this course, periodic external evaluation of the programme, and the periodic internal evaluation of the annual study programme and exam procedures.		
Other (as the proposer wishes to add)	* Literature is in the process of being acquired for the library; currently available from course teacher		

NAME OF THE COURSE	Statistics I				
Code		Year of study	1.(1st semester)		
Course teacher	Andreja Bubić, PhD, associate professor	Credits (ECTS)	5		
Associate teachers	Bruno Barać	Type of instruction (number of hours)	L	S	E	F
			30	0	30	0
Status of the course	mandatory	Percentage of application of e-learning	0%		
COURSE DESCRIPTION					
Course objectives	The goal of this course is to familiarize students with basic statistical terms and analyses.				
Course enrolment requirements and entry competences required for the course	Speaking and writing fluency in English				
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After this course, students will be able to: 1. Organize data collected in a research study 2. Prepare collected data for statistical analysis 3. Independently conduct descriptive statistical analysis 4. Explain the requirements for using inferential statistics methods 5. Formulate research and statistical hypotheses 6. Compare different statistical analyses based on research goals 7. Choose a statistical analysis approach appropriate for the formulated research goal 8. Interpret the obtained results.				
Course content broken down in detail by weekly class schedule (syllabus)	1. Methodology and statistics in research. (2L+2E) 2. Basic statistical terms. (2L+2E) 3. Data collection. (2L+2E) 4. Descriptive statistics. (2L+2E) 5. Grouping the data. (2L+2E) 6. Presenting data using tables. (2L+2E) 7. Presenting data using graphs. (2L+2E)				

	8. Measures of central tendency. (2L+2E) 9. Measures of data variability. (2L+2E) 10. Normal distribution. (2L+2E) 11. Z-values. (2L+2E) 12. Introduction to inferential statistics. (2L+2E) 13. Testing hypotheses and parameter estimation. (4L+4E)
Format of instruction	X lectures ☐ seminars and workshops X exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work X independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)
Student responsibilities	Students must actively participate in courses, discussions, assignments and practical work.

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	2	Research		Practical training	1
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	2	Project		(Other)	

Grading and evaluating student work in class and at the final exam	Students will be graded based on their participation in the course during the course. Practical work will also be evaluated. After the course, students will be examined by the oral or writing exam.

Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	1. Aron, A., Aron, E.N. (2002). *Statistics for psychology*. Upper Saddle River: Prentice Hall, Inc.	1	course teacher
	2. Field, A. (2009). *Discovering statistics using SPSS*. Sage publications.	1	course teacher

Optional literature (at the time of submission of study programme proposal)	1. Mendenhall, W., Beaver, R. J., Beaver, B. M. (2012). *Introduction to probability and statistics*. Cengage Learning.
Quality assurance methods that ensure the acquisition of exit competences	Quality assurance is assessed through student evaluations, students` success in this course, periodic external evaluation of the programme, and the periodic internal evaluation of the annual study programme and exam procedures.
Other (as the proposer wishes to add)	* Literature is in the process of being acquired for the library; currently available from course teacher

NAME OF THE COURSE	Academic Skills		
Code		Year of study	1. (1st semester)

Course teacher	Darko Hren, PhD, associate professor	Credits (ECTS)	2			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			0	0	30	0
Status of the course	mandatory	Percentage of application of e-learning	up to 30%			

COURSE DESCRIPTION						
Course objectives	The aim of the course is to enable students to apply academic skills necessary for successful studying.					
Course enrolment requirements and entry competences required for the course	Speaking and writing fluency in English					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After the course students will be able to: 1. Use main computer software for text processing, making presentations, and organizing simple databases; 2. Organize and coordinate their academic and private responsibilities; 3. Apply specific information about human learning and memory to their own study; 4. Critically appraise academic literature; 5. Search available academic databases; 6. Write and critically evaluate academic essay and research report; 7. Orally present their work to colleagues and public					
Course content broken down in detail by weekly class schedule (syllabus)	1. Basic computer skills (6E) 2. Time management and organization (1E) 3. Attending classes and note taking (1E) 4. Studying and exams (2E) 5. Searching the literature (4E) 6. Critical appraisal of the academic literature (2E) 7. Writing academic essay (6E) 8. Writing research reports (6E) 9. Presentation skills (2E)					
Format of instruction	☒ lectures ☒ seminars and workshops ☒ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work	☒ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)				
Student responsibilities	Class attendance, active class participation, writing an essay, preparation and presentation of a simple research report, tests.					

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	1	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests	0.5	Oral exam		(Other)	
	Written exam		Project	0.5	(Other)	

Grading and evaluating student work in class and at the final exam	Final grade is formed based on regular evaluation of participation and work in the classroom (20%), independent assignments (60%), and tests/written exam (20%).		
Required literature (available in the library and via other media)	**Title**	**Number of copies in the library***	**Availability via other media**
	1. McGee, S. (2010). *Key Research and Study Skills in Psychology*. London: SAGE.	0	course teacher
Optional literature (at the time of submission of study programme proposal)	-		
Quality assurance methods that ensure the acquisition of exit competences	Quality assurance is assessed through student evaluations, students` success in this course, periodic external evaluation of the programme, and the periodic internal evaluation of the annual study programme and exam procedures.		
Other (as the proposer wishes to add)	* Literature is in the process of being acquired for the library; currently available from course teacher		

NAME OF THE COURSE	Biological Foundations of Psychological Processes				
Code		Year of study	1.(2nd semester)		
Course teacher	Andreja Bubić, PhD, associate professor	Credits (ECTS)	4		
Associate teachers	Goran Kardum, PhD, full professor	Type of instruction (number of hours)	L	S	E	F
			30	15	0	0
Status of the course	mandatory	Percentage of application of e-learning	0%		
COURSE DESCRIPTION					
Course objectives	The goal of this course is to familiarize students with biological mechanisms underlying human experiences and behaviours.				
Course enrolment requirements and entry competences required for the course	Speaking and writing fluency in English				
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After this course, students will be able to: 1. Explain the structure and main principles of the neural system development 2. Understand the importance of plasticity of the nervous system for human experiences and behaviours 3. Explain how the structure and functions of the nervous system are connected with human experiences and behaviours 4. Explain the fundamental biological mechanisms underlying biotic needs 5. Explain the fundamental biological mechanisms underlying cognitive and emotional processes.				
Course content broken down in detail by weekly class schedule (syllabus)	1. Biological psychology: introduction to the field. (2L+1S) 2. Methods for studying the structure and function of the nervous system. (4L+2S) 3. Neuron and principles of communication among neurons. (2L+1S) 4. Main divisions of the nervous system. (4L+2S)				

	5. Neocortical organization and lateralization of brain function. (2L+1S)
	6. Phylogenetic and ontogenic development of the nervous system. (2L+1S)
	7. Plasticity of the nervous system. (2L+1S)
	8. Regulation of biotic needs. (2L+1S)
	9. Biological mechanisms of perception and motor behaviour. (2L+1S)
	10. Production and understanding of language. (2L+1S)
	11. Biological mechanisms underlying human memory, learning and other higher cognitive processes. (4L+2S)
	12. Biological mechanisms underlying human emotions. (2L+1S)

Format of instruction	X lectures X seminars and workshops ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work	X independent assignments X multimedia ☐ laboratory ☐ work with mentor ☐ (other)			
Student responsibilities	Students must actively participate in courses, discussions, assignments and practical work.				
Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	1.5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1	(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1.5	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Students will be graded based on their participation in the course during the course. Practical work will also be evaluated. After the course, students will be examined by the oral or writing exam.					

Required literature (available in the library and via other media)	**Title**	**Number of copies in the library***	**Availability via other media**
	1. Pinel, J. P. (2009). *Biopsychology*. Pearson education.	0	course teacher
	2. Kalat, J.W. (1992). *Biological psychology*. Wadsworth, Belmont.	0	course teacher

Optional literature (at the time of submission of study programme proposal)	1. Blakemore, S.J., Frith, U. (2005). *The learning brain: Lessons for education*. Oxford: Blackwell. 2. Gazzaniga, M. S. (2004). *The cognitive neurosciences*. MIT press. 3. Smith, E. E., Kosslyn, S. M., Barsalou, L. W. (2007). *Cognitive psychology: Mind and brain* (Vol. 6). Upper Saddle River: Pearson/Prentice Hall.
Quality assurance methods that ensure the acquisition of exit competences	Quality assurance is assessed through student evaluations, students` success in this course, periodic external evaluation of the programme, and the periodic internal evaluation of the annual study programme and exam procedures.
Other (as the proposer wishes to add)	* Literature is in the process of being acquired for the library; currently available from course teacher

NAME OF THE COURSE	**Personality**

Code		Year of study	1.(2nd semester)			
Course teacher	Zvjezdan Penezić, PhD, full professor	Credits (ECTS)	5			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			30	30	0	0
Status of the course	mandatory	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
Course objectives	Apart from introducing students with different perspectives and approaches to personality, with role and characteristics of theories in personality psychology, and with the most important personality theorists special attention will be given to the potential application of particular theories as well as their critical evaluation. Students will be introduced to basic methodological approaches in personality psychology and to various contemporary topics in the field.					
Course enrolment requirements and entry competences required for the course	Speaking and writing fluency in English					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Based on the course they have attended and passed, students should be able to: 1. Explain the historical context and causes of the emergence of basic personality theories; 2. Know and explain the dimensional and factor analytic personality theories; 3. Use basic knowledge of psychodynamic, humanistic, cognitive, biological, behavioural and dimensional personality theories in the analysis of various topics related to social and humanistic sciences and everyday life 4. Describe and compare different units of analysis in personality research; 5. Explain what are personality traits and specify their different taxonomies; 6. Describe personality change over time; 7. Critically address scientific literature in the field of psychology of individual differences.					
Course content broken down in detail by weekly class schedule (syllabus)	1. Introduction to personality psychology: Personality determinants, Levels of analysis in personality psychology, Definitions and understanding of personality. (2L+2S) 2. Introduction to personality theories. (2L+2S) 3. Structural and process personality theories. (2L+2S) 4. Basic theoretical approaches in personality psychology (Trait approach; Psychoanalytic Approach; Cognitive approach; Learning Theories approach; Humanistic Approach). (2L+2S) 5. The most important personality theories. (2L+2S) 6. Comparison of different personality theories and their critical review. (2L+2S) 7. Great theories and contemporary research areas. (2L+2S) 8. Personality and personality types, Methods of personality research. (2L+2S) Taxonomies and structure of personality traits. Stability and change of personality traits. (2L+2S) 9. Situationism, interactionism and trait approaches. (2L+2S) 10. Evolutionary approach in personality psychology. Behavioural genetics and personality psychology. (2L+2S) 11. Self-concept. Personality and cognitive processes. (2L+2S) 12. Gender and personality psychology. (2L+2S) 13. Culture and personality. (2L+2S) 14. Personality and psychological well-being. (2L+2S) 15. Personality and health. (2L+2S)					
	☒ lectures		☒ independent assignments			

Format of instruction	☒ seminars and workshops ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work		☐ multimedia ☐ laboratory ☒ work with mentor ☐ (other)			
Student responsibilities	Regular attendance, active participation during classes, seminar work and final exam.					
Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	1	Research	0.5	Practical training	0.5
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1	(Other)	
	Tests	1	Oral exam		(Other)	
	Written exam	1	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Final grade results from class attendance, tasks during classes, seminar work, tests and final exam.					

Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	1. Larsen, R.J. i Buss, D.M. (2014). *Personality Psychology*. McGraw Hill.	1	
	2. Schultz, D.P. i Schultz, S.E. (2013). *Theories of personality*. Belmont: Wadsworth.	0	course teacher

Optional literature (at the time of submission of study programme proposal)	1. Weiner, I. B. & Greene, R.L. (2017). *Handbook of personality assessment.* Hoboken, New Jersey: John Wiley & Sons, Inc. 2. Corr, P.J., Matthews, G. (2009). *The Cambridge Handbook of Personality Psychology*. Cambridge: Cambridge University Press. 3. Chamorro-Premuzic, T., Furham, A. (2005). *Personality and intellectual competence.* Mahwah: Lawrence Erlbaum Associates, Inc., Publishers. 4. Musek, J. (2017). *The general factor of personality*. London: Academic Press. 5. Mischel, W., Shoda, Y., & Mendoza-Denton, R. (2002). Situation-behavior profiles as a locus of consistency in personality. *Current Directions in Psychological Science*, 11, 50-54. Recent scientific papers in the area of personality.
Quality assurance methods that ensure the acquisition of exit competences	Quality assurance is assessed through student evaluations, students` success in this course, periodic external evaluation of the programme, and the periodic internal evaluation of the annual study programme and exam procedures.
Other (as the proposer wishes to add)	-

NAME OF THE COURSE	Perception, Learning and Memory		
Code		Year of study	1.(2nd semester)
Course teacher	Andreja Bubić, PhD, associate professor	Credits (ECTS)	4

Associate teachers		Type of instruction (number of hours)		L	S	E	F
				30	15	0	0
Status of the course	mandatory	Percentage of application of e-learning		0%			
COURSE DESCRIPTION							
Course objectives	The goal of this course is to familiarize students with basic findings from cognitive psychology, with an emphasis on those related to perception, learning and memory.						
Course enrolment requirements and entry competences required for the course	Speaking and writing fluency in English						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After this course, students will be able to: 1. Understand the basic mechanisms of perception in different sensory modalities 2. Define the construct of memory 3. Define the role of attention in perception and memory 4. Explain the main functions and theories of learning 5. Explain the main theories of learning 6. Understand the fundamental mechanisms underlying forgetting						
Course content broken down in detail by weekly class schedule (syllabus)	1. Cognitive psychology and research methodology in cognitive psychology. (4L+2S) 2. Sensation and perception. (2L+1S) 3. Constructivist and direct theories of perception. (2L+1S) 4. Visual perception. (2L+1S) 5. Perception in other sensory modalities. (2L+1S) 6. Attention. (2L+1S) 7. Definition and functions of memory. (2L+1S) 8. Main theories of memory. (2L+1S) 9. Implicit and explicit memory. (2L+1S) 10. Working memory. (2L+1S) 11. Relationship between learning and memory. (2L+1S) 12. Main theories of learning. Knowledge. (2L+1S) 13. Forgetting. (2L+1S) 14. Deficits in perception, attention and memory. (2L+1S)						
Format of instruction	X lectures X seminars and workshops ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work	X independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)					

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	1.5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1	(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1.5	Project		(Other)	

Grading and evaluating student work in class and at the final exam	Students will be graded based on their participation in the course during the course. Practical work will also be evaluated. After the course, students will be examined by the oral or writing exam.

Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	1. Goldstein, E. B., Brockmole, J. (2016). *Sensation and perception*. Cengage Learning.	0	http://dl.icdst.org/ pdfs/files/613782c ddfa896905bbd17 706aecb765.pdf
	2. Sternberg, R. (2011). *Cognitive psychology*. Cengage Learning.	1	

Optional literature (at the time of submission of study programme proposal)	1. Baddeley, A.S. (1999). *Essentials of human memory*. East Sussex: Psychology Press. 2. Gazzaniga, M. S. (2004). *The cognitive neurosciences*. MIT press. 3. Gross, C. G. (1999). *Brain, vision, memory: Tales in the history of neuroscience*. MIT Press. 4. Parkin, A. J. (2013). *Essential cognitive psychology* (Classic Edition). Psychology Press. 5. Smith, E. E., Kosslyn, S. M., Barsalou, L. W. (2007). *Cognitive psychology: Mind and brain* (Vol. 6). Upper Saddle River: Pearson/Prentice Hall.
Quality assurance methods that ensure the acquisition of exit competences	Quality assurance is assessed through student evaluations, students` success in this course, periodic external evaluation of the programme, and the periodic internal evaluation of the annual study programme and exam procedures.
Other (as the proposer wishes to add)	

NAME OF THE COURSE		Developmental Psychology of Childhood and Adolescence				
Code		Year of study	1. (semester 2)			
Course teacher	Ina Reić Ercegovac, PhD, associate professor	Credits (ECTS)	4			
Associate teachers	Bruno Barać	Type of instruction (number of hours)	L	S	E	F
			30	15	0	0
Status of the course	mandatory	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
Course objectives	To introduce students to the discipline of developmental psychology, its goals, theoretical approaches and research methods. The aim of the course is that students develop knowledge on different aspects of development during childhood and adolescence (cognitive, social, emotional, moral); determinants of development and complex processes underlying development trajectories. Students will develop competencies for recognizing actual research issues in child and adolescence development and creating research designs in the field.					
Course enrolment requirements and entry competences required for the course	Speaking and writing fluency in English					
Learning outcomes expected at the level of the course	Upon completion of the course, students will be able to: 1. Define developmental psychology 2. Explain research methods used within the field					

(4 to 10 learning outcomes)	3. Explain the main questions in developmental psychology 4. Analyse different theoretical approaches in developmental psychology 5. Analyse different developmental stages during childhood and adolescence considering cognitive, emotional, social and moral development 6. Define actual research issues in the area of child and adolescent development 7. Create research design in the area of child and adolescent development
Course content broken down in detail by weekly class schedule (syllabus)	Lectures: 1. Introduction to developmental psychology, developmental stages, lifespan perspective (2L) 2. Research methods in developmental psychology (2L) 3. Theoretical approaches to development (ethology, psychoanalysis, behaviourism, humanism, ecology) (4L) 4. Cognitive development in childhood and adolescence (J. Piaget and L. Vygotsky approach) (2L) 5. Cognitive development in childhood and adolescence (psychometric approach, information processing approach, multiple intelligence approach) (2L) 6. Emotional development and temperament (2L) 7. Social development during childhood and adolescence (2L) 8. Test I 9. Development of self-concept during childhood and adolescence (2L) 10. Moral development during childhood and adolescence (2L) 11. Development of artistic competencies and art as context of child and adolescent development (2L) 12. Family context as determinant of child and adolescent development (parenting, parenting styles, parental behaviours, sibling relations) (2L) 13. Preschool and school as a context of development (2L) 14. Media influences on development during childhood and adolescence (2L) 15. Leisure time as determinant of developing child and adolescent (2L) 16. Test II Seminars: 1. Presentation of recent research in the field of child and adolescent development (6S) 2. Making of research design in the area of developmental psychology of childhood and adolescence (defining research questions, deriving hypothesis, longitudinal research design, transactional research design, quantitative approach, qualitative approach, mixed-methods approach) (4S) 3. Presentation of research designs and their evaluation (4S)
Format of instruction	☒ lectures ☒ seminars and workshops ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work ☒ independent assignments ☐ multimedia ☐ laboratory ☒ work with mentor ☐ (other)
Student responsibilities	Regular course attendance, active participation in classes, presenting a seminar paper, research design, tests and oral exam

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is*	Class attendance	0.5	Research	1	Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0.5	(Other)	
	Tests	1	Oral exam	1	(Other)	

equal to the ECTS value of the course)	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	The final grade is a result of regular course attendance and active participation during course (10%), seminar paper presentation (20%), research design (20%), tests (20%) and oral exam (30%)					

Required literature (available in the library and via other media)	**Title**			**Number of copies in the library***	**Availability via other media**
	1.	Vasta, R. (2008). *Child Psychology*. John Wiley & Sons Canada, Limited.		0	course teacher
	2.	von Tetzchner, S. (2018). *Child and Adolescent Psychology: Typical and Atypical Development*. Routledge.		0	course teacher

Optional literature (at the time of submission of study programme proposal)	1. Bandura, A. (2001). Social cognitive theory: An Agentic Perspective. *Annual Review of Psychology, 52*, 1-26. 2. Cole, M., John-Steiner, V., Scribner, S.,& Souberman, E. (1978). *L.S. Vygotsky – Mind in Society. Development of Higher Psychological Processes*. Harvard University Press. 3. Developing Adolescents. (2002). American Psychological Association. 4. Lacković Grgin, K. & Penezić, Z. (Eds.) (2015). *Parenthood and Parenting in Croatia: A Developmental and Socio-cultural Perspective*. New York: Nova Science Publishers, Inc. 5. Oakley, L. (2004). *Cognitive Development*. Routledge. 6. Rothbart, M.K. (2007). *Temperament, Development, and Personality*. Current directions in psychological science, 16(4), 207-212. 7. Santrock, J. W. (2003). *Life-Span Development*. New York: McGraw Hill. 8. Thomas, R. M. (2000). *Recent Theories of Human Development*. SAGE Publications. 9. Erikson, E.H. (1963). *Childhood and society*. New York: Norton. 10. Erikson, E.H. (1968). *Identity: Youth and crises*. New York, Norton.
Quality assurance methods that ensure the acquisition of exit competences	The quality of the course and acquisition of exit competencies is monitored by the student annual evaluation, exam success, the periodic independent external evaluation of the program and the periodic internal evaluation of the annual syllabus and examination procedures
Other (as the proposer wishes to add)	* Literature is in the process of being acquired for the library; currently available from course teacher

NAME OF THE COURSE		**Emotion and Motivation**				
Code		Year of study	1. (semester 2)			
Course teacher	Ina Reić Ercegovac, PhD, associate professor	Credits (ECTS)	4			
Associate teachers	Katija Kalebić Jakupčević, PhD	Type of instruction (number of hours)	L	S	E	F
			30	15	0	0
Status of the course	mandatory	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						

Course objectives	The aim of the course is to familiarize students with theories and methods of research in the field of motivation and emotion, as well as with their relations. The purpose of this course is to understand the role of emotions and motivation in one's life and in functioning of an individual in different areas, as well as understanding the cognitive, social and behavioural aspects of motivation and emotion
Course enrolment requirements and entry competences required for the course	Speaking and writing fluency in English
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon completion of the course, students will be able to: 1. Explain the key terms in motivation and emotion, their complexity and interrelatedness 2. Compare research methods used in exploring motivation and emotion 3. Name theoretical approaches and specific minor theories of motivation 4. Analyse motivational processes and their role in life of an individual within specific theoretical framework 5. Explain traditional and contemporary theories of emotions 6. Analyse the role of emotions in life and functioning of an individual
Course content broken down in detail by weekly class schedule (syllabus)	Lectures: 1. Introduction to emotions – historical overview and research methods (2L) 2. Key terms and concepts in emotions and their classification (the relationship between emotions and other affective processes) (2L) 3. Development of emotions in lifespan perspective (2L) 4. Biological and physiological aspects of emotions – traditional and contemporary theories (2L) 5. Cognitive and social aspects of emotions, functions of emotions (2L) 6. Mood, emotions and temperament (2L) 7. Measuring emotions and mood (2L) 8. Test I (1) 9. Introduction to motivation - historical overview and research methods (2L) 10. Key terms and concepts in motivation (2L) 11. Traditional and contemporary theories of motivation, specific ("mini") theories of motivation, instinctive and cognitive explanations of human behaviour (4L) 12. Physiological and psychological needs (2L) 13. Motivation and cognition, cognitive approach to motivation (2L) 14. Self-determination theory (2L) 15. Test II (1) Within the seminar, students will present recent researches in the field of emotion and motivation. The selection of research will be made in cooperation with course teacher. Literature includes journals that cover emotion and motivation: *Motivation and Emotion*, *Journal of Motivation*, *Emotion and Personality*, *Advances in Motivation Science*, *Motivation Science*, *Emotion*, and similar.
Format of instruction	☒ lectures ☒ seminars and workshops ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work ☐ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)
Student responsibilities	Regular course attendance, active participation, presenting a seminar paper, pre-exams, and oral exam

Screening student work *(name the*	Class attendance	1	Research		Practical training	

proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Experimental work		Report		(Other)	
	Essay		Seminar essay	1	(Other)	
	Tests	1	Oral exam	1	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	The final grade is a result of regular course attendance and active participation during course (20%), seminar paper presentation (20%), tests (30%) and oral exam (30%)					

	Title	**Number of copies in the library***	**Availability via other media**
Required literature (available in the library and via other media)	1. Reeve, J. (2015). *Understanding Motivation and Emotion*. 6th Ed. Wiley.	0	course teacher
	2. Deci, E.L. i Ryan, R.M. (2008). Self-Determination Theory: A Macrotheory of Human Motivation, Development, and Health. *Canadian Psychology-psychologie Canadienne - CAN PSYCHOL-PSYCHOL CAN*. 49. 10.1037/a0012801.	0	https://pdfs.semanticscholar.org/a32f/3435bb06e362704551cc62c7df3ef2f16ab1.pdf
	3. Ryan, R.M. i Deci, E.L. (2000). Facilitation of Intrinsic Motivation, Social Development, and Well-Being. *American Psychologist, 55*, 1, 68-78.	0	https://selfdeterminationtheory.org/SDT/documents/2000_RyanDeci_SDT.pdf

Optional literature (at the time of submission of study programme proposal)	1. Beck, R. C. (2004). *Motivation: Theories and principles (5th Ed.)*. Englewood Cliffs, NJ: Prentice Hall. 2. Diamond, L., & Aspinwall, L.G. (2003). Emotion Regulation Across the Life Span: An Integrative Perspective Emphasizing Self-Regulation, Positive Affect, and Dyadic Processes. *Motivation and Emotion, 27*, 2. 3. Heckhausen, J, & Heckhausen, H. (2008). *Motivation and Action*. Cambridge University Press, London. 4. Izard, C. E. (2009). Emotion Theory and Research: Highlights, Unanswered Questions, and Emerging Issues. *Annual Review of Psychology, 60*, 1-26. 5. Lewis, M., Haviland-Jones, J.M., & Feldman Barrett, L. (2008). *Handbook of Emotions*. The Guilford Press. 6. Scherer, K. R. (2009). The dynamic architecture of emotion: Evidence for the component process model. *Cognition and Emotion, 23*, 1307- 1351. 7. Shah, J. Y., & Gardner, W.L. (2008*). Handbook of motivation science.* The Guilford Press. 8. Shiota, M.N., & Kalat, J. W. (2012). *Emotion*. Wadsworth: Belmont.
Quality assurance methods that ensure the acquisition of exit competences	The quality of the course and acquisition of exit competencies is monitored by the student annual evaluation, exam success, the periodic independent external evaluation of the program and the periodic internal evaluation of the annual syllabus and examination procedures
Other (as the proposer wishes to add)	* Literature is in the process of being acquired for the library; currently available from course teacher

NAME OF THE COURSE	Statistics II					
Code		Year of study	1.(2nd semester)			
Course teacher	Goran Kardum, PhD, full professor	Credits (ECTS)	4			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			30	0	30	0
Status of the course	mandatory	Percentage of application of e-learning	0%			

COURSE DESCRIPTION	
Course objectives	Main objective of this course is to obtain basic knowledge about inferential statistical procedures, and the application of R programme.
Course enrolment requirements and entry competences required for the course	Speaking and writing fluency in English; successful completion of *Statistics I*
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After the completion of the course students will be able to: 1. Form contingency tables 2. Interpret various chi square test models 3. Form prerequisite models to apply quantitative analysis 4. Form and explain various variance analysis models in dependent and independent samples and mixed models 5. Interpret t-test in dependent and independent models 6. Form and interpret simple regression models 7. Form and explain the application of non-parametric tests
Course content broken down in detail by weekly class schedule (syllabus)	1. Chi square- hypothesis and independent samples (2L+1E) 2. Chi square- dependent model (2L+1E) 3. T- test- dependent and independent model. Prerequisites and tests (2L+1E) 4. Graphs and analysis (chi square and t-test) (2L+1E) 5. Correlations (parametric and non-parametric coefficients). Graphs. (2L+1E) 6. Analysis of variance, independent sample (one way and two way variance analysis, prerequisites) (4L+2E) 7. Analysis of variance - dependent model (2L+1E) 8. Analysis of variance - mixed model (2L+1E) 9. Regression analysis- concept, coefficients, comparison with anova models (4L+2E) 10. Regression analysis- models (2L+1E) 11. Non- parametric tests- independent samples, graphs (2L+1E) 12. Non-parametric tests- dependent samples, graphs (2L+1E) 13. Research strength and sample size (2L+1E)
Format of instruction	☒ lectures ☐ seminars and workshops ☒ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work ☒ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)
Student responsibilities	Students are required to actively participate in class and independently analyse the collected data.

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	1	Research		Practical training	2
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	2	Project		(Other)	

Grading and evaluating student work in class and at the final exam	Students will be evaluated depending on their work during class and their success in written and/or oral exam.

	Title	**Number of copies in the library***	**Availability via other media**
Required literature (available in the library and via other media)	1. Aron, A., Aron, E.N. (2002). *Statistics for psychology*. Upper Saddle River: Prentice Hall, Inc.	0	course teacher
	2. Navarro, D.J. (2018). Learning statistics with R: A tutorial for psychology students and other beginners (Version 0.6).		https://compcogscisydney.org/learning-statistics-with-r
	3. Wickham, H., & Grolemund, G. (2017). *R for Data Science: Import, Tidy, Transform, Visualize, and Model Data*. Sebastopol, CA: O'Reilly Media.		http://r4ds.had.co.nz/

Optional literature (at the time of submission of study programme proposal)	Manuals for R software are available in pdf.

Quality assurance methods that ensure the acquisition of exit competences	The quality of the course and acquisition of exit competencies is monitored by the student annual evaluation, exam success, the periodic independent external evaluation of the program and the periodic internal evaluation of the annual syllabus and examination procedures

Other (as the proposer wishes to add)	* Literature is in the process of being acquired for the library; currently available from course teacher

NAME OF THE COURSE	**Interpersonal and Communication Skills**					
Code		Year of study	1. (2nd semester)			
Course teacher	Darko Hren, PhD, associate professor	Credits (ECTS)	2			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			0	0	15	0
Status of the course	mandatory	Percentage of application of e-learning	up to 30%			
COURSE DESCRIPTION						

Course objectives	The aim of the course is to familiarize students with basic tenets of interpersonal communication and enable them to apply them in every day encounters.
Course enrolment requirements and entry competences required for the course	Speaking and writing fluency in English
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After the course students will be able to: 1. Analyse their own intra- and inter-personal communication patterns and practice new ones; 2. Bring to awareness their own and others' needs that lie in the background of communication process; 3. Understand how different roles and relationships influence the communication process; 4. Differentiate styles of responding and understand consequences each brings to the process of communication; 5. Reflectively/empathically listen and paraphrase; 6. Differentiate open and closed questions and understand their influence on the communication process; 7. Differentiate assertiveness from aggressiveness and assertively deal with critic, anger and setting boundaries; 8. Use basic skills of conflict resolution and negotiation.
Course content broken down in detail by weekly class schedule (syllabus)	1. Introduction (1E) 2. Non-verbal communication (2E) 3. Listening (2E) 4. Asking questions and prompting (2E) 5. Reflecting (2E) 6. Clarifying (2E) 7. Self-disclosing (2E) 8. Assertiveness, conflict resolution and negotiation (2E)
Format of instruction	☐ lectures ☒ seminars and workshops ☒ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work　　☒ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)
Student responsibilities	Class attendance, active class participation, writing an essay, preparation and presentation of a simple research report, tests.

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	1	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests	0.5	Oral exam		(Other)	
	Written exam		Project	0.5	(Other)	

Grading and evaluating student work in class and at the final exam	Final grade is formed based on regular evaluation of participation and work in the classroom (20%), independent assignments (60%), and tests/written exam (20%).

Required literature (available in the library and via other media)	Title	Number of copies in the library*	Availability via other media
	1. Adler, R.B. & Rodman G. (2006). *Understanding human communication*. New York: Oxord University Press.	0	course teacher
Optional literature (at the time of submission of study programme proposal)	1. Hartley, P. (1993). *Interpersonal communication*. Routledge, London. 2. Hargie, O. & Dickson, D. (2004). *Skilled Interpersonal Communication – Research, Theory and Practice*. Routledge, London. 3. Hargie, O. (Ed.) (2006). *The handbook of communication skills*. Routledge, London.		
Quality assurance methods that ensure the acquisition of exit competences	The quality of the course and acquisition of exit competencies is monitored by the student annual evaluation, exam success, the periodic independent external evaluation of the program and the periodic internal evaluation of the annual syllabus and examination procedures		
Other (as the proposer wishes to add)	* Literature is in the process of being acquired for the library; currently available from course teacher		

NAME OF THE COURSE	Introspection				
Code		Year of study	1.(2nd semester)		
Course teacher	Ljudevit Hanžek PhD, assistant professor	Credits (ECTS)	3		
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			30	0	0	0
Status of the course	elective	Percentage of application of e-learning	0%		
COURSE DESCRIPTION					
Course objectives	The objective of the course is introducing students to different philosophical aspects of introspection, or the subject's awareness of their own mental states, and understanding the relationships of the distinct aspects of the issue (e.g. metaphysical and epistemological) and its complexity.				
Course enrolment requirements and entry competences required for the course	Speaking and writing fluency in English				
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After attending the course, the students will be able to: 1. Differentiate introspective awareness from other forms of awareness (e.g. first-order thoughts, memories, perceptual experiences...); 2. Cite epistemological properties of introspection (*privileged access*); 3. Explain the role played by the notion of introspection in the history of western philosophy; 4. Describe and compare competing models of introspective knowledge; 5. Differentiate philosophical claims about introspection from those present in cognitive science and neuroscience; 6. Evaluate the philosophical significance of some contemporary neuroscientific findings (e.g. Libet's experiment, *blindsight* phenomenon...).				
Course content broken down in	Course (15X2 Lectures)				

| detail by weekly class schedule (syllabus) | 1. <u>Introspection (2L)</u>. Mental states: division on propositional attitudes and perceptual experiences. Properties of introspection: privacy, directness, contrast to perception, independence from its object, simultaneity, effort.
2. <u>Detection models of introspection (2L)</u>. HOP (Higher Order Perception) models: inner 'scanner' (Armstrong, Lycan); problem of the lack of sensory phenomenology and change of the first-order state by introspecting it. HOT (Higher Order Thought) models: Rosenthal on introspection as thinking of our own mental states. Objection of overly demanding conditions.
3. <u>Containment models of introspection (2L)</u>. First-order state as a part of the introspecting state. Physical containment (Shoemaker); propositional containment (Burge). Phenomenal concepts (Chalmers).
4. <u>Epistemology of introspection (2L)</u>. Priviliged access. Infallibility, nesumnjivost, incorrigibility (Armstrong's counterexample); self-presentation (strong and weak).
5. <u>Introspective knowledge and world knowledge, vol. I (2L)</u>. Relationship of perceptual and introspective knowledge; classical foundationalism. Introspective beliefs as basic beliefs. Problem of skepticism.
6. <u>Introspective knowledge and world knowledge, vol. II (2L)</u>. Transparency of mental states. Transparency of belief; inferential justification of introspective beliefs. Objections. Transparency of experience; counterexamples, inverted spectrum.
7. <u>Introspective knowledge and world knowledge, vol. III (2L)</u>. Externalism about mental content. Putnam and Twin Earth. Burge and the arthritis example. Questions about privileged access; Burge's compatibilistic response, Mckinsey on incompatibility.
8. <u>Self-deception (2L)</u>. Intentionalist approach to self-deception; static paradox, dynamic paradox. Non-intentionalist approach to self-deception. Twisted self-deception. Morality of self-deception.
9. <u>Experience and consciousness (2L)</u>. Block and Chalmers on 2 concepts of consciousness (A-consciousness and P-consciousness). Relationship of A-consciousness to P-consciousness: possibility of A-consciousness without P-consciousness: thought experiments (zombies), *blindsight*. Possibility of P-consciousness without A-consciousness: brain damage, cognitively inaccessible conscious experiences.
10. <u>Introspection and free will (2L).</u> Libet's experiment (reaction potential). Responses to Libet: methodological objections, veto, compatibilism. Wegner on the illusion of conscious will (pathological states, automatisms)
11. <u>Introspection and behavior (2L)</u>. A priori theories on causes of behavior (Nisbett and Wilson). Cognitive dissonance theory (Festinger). Self-observation. Pathological cases (commissurotomy).
12. <u>Introspection and psychopatology (2L)</u>. Dissociative identity disorder and alienated self-consciousness. Schizophrenia and inserted thought symptoms, thought blockage, thought broadcasting... Distinction between subjectivity and agency in some pathological conscious states.
13. <u>Unity of consciousness (2L).</u> Types of unity of consciousness. Experiental parts theory; objection by James. Single experience theory; notion of a total conscious experience, complexity of experiental contents.
14. <u>Folk psychology (2L).</u> Folk psychology as a theory. Impelemntation and content of folk psychology. Folk psychology as a simulation. Simplicity of simulation theory. Hybrid theory of folk psychology.
15. <u>Eliminative materialism (2L)</u>. Radical falsity of folk psychology (Churchlands); critique of the implications of folk psychology about the syntax and semantics of mental states. Dennett's instrumentalism. Objections to eliminative materialism: self-refutation objection, vindication of folk psychology (successful theory, minimal committments) |
| Format of instruction | ☒ lectures
☐ seminars and workshops
☐ exercises
☐ *on line* in entirety | ☐ independent assignments
☐ multimedia
☐ laboratory
☐ work with mentor |

	☐ partial e-learning ☐ field work			☐ (other)		
Student responsibilities	Regular attendance, taking lecture notes, participating in discussions with the aim of exam preparation.					
Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	0.5	Research		Practical training	
	Experimental work		Report		Activity during classes	0.5
	Essay		Seminar essay		(Other)	
	Tests		Oral exam	2	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Student's entire work in the course is evaluated. The final grade is determined by activity during classes, test results, report on at least two philosophical works and oral exam.					

	Title	Number of copies in the library	Availability via other media
Required literature (available in the library and via other media)	1. Armstrong, David (1968) *A Materialist Theory of the Mind*, London, Routledge	0	course teacher
	2. Dretske, Fred (1995) *Naturalizing the Mind, Cambridge*, MA:MIT	0	course teacher
	3. Hill, Christopher (2009) *Consciousness*, Cambridge: Cambridge Universtity Press	0	course teacher
	4. Hurlburt, Russell T. and Eric Schwitzgebel (2007) *Describing inner experience? Proponent meets skeptic*, Cambridge, MA: MIT.	0	course teacher
	5. Lyons, William (1986) *The disappearance of introspection*, Cambridge, MA: MIT.	0	course teacher

Optional literature (at the time of submission of study programme proposal)	1. Cassam, Qassam (ed.) (1994) *Self-Knowledge*, New York: Oxford University Press. 2. Hill, Christopher (ed.) (2000) Philosophical Topics 28(2): Introspection. 3. Ludlow, Peter i Norah Martin (eds.) (1998) *Externalism and Self-Knowledge*, Stanford, CA: CSLI Publications. 4. Wright, Crispin, Barry Smith i Cynthia Macdonald (eds.) (1998) *Knowing Our Own Minds*, Oxford: Clarendon Press. 5. Bar-On, Dorit (2004) *Speaking my mind*, Oxford: Oxford. 6. Carruthers, Peter (2005) *Consciousness: Essays from a higher-order perspective*, Oxford: Oxford University Press. 7. Gallois, Andre (1996) *The Mind Within, The World Without*, Cambridge: Cambridge University Press. 8. Hill, Christopher (1991) *Sensations: A Defense of Type Materialism*, Cambridge: Cambridge University Press. 9. Hurlburt, Russell T (1990) *Sampling normal and schizophrenic inner experience*, New York: Plenum. 10. Kriegel, Uriah (2009) *Subjective consciousness*, Oxford: Oxford. 11. Lycan, William (1996) *Consciousness and Experience*, Cambridge, MA: MIT Press (Bradford). 12. Mele, Alfred (2001) *Self-deception unmasked*, Princeton, NJ: Princeton. 13. Moran, Richard (2001) *Authority and estrangement*, Princeton: Princeton.

	14. Siewert, Charles (1998) *The Significance of Consciousness*, Princeton: Princeton University Press		
Quality assurance methods that ensure the acquisition of exit competences	The quality of the course and acquisition of exit competencies is monitored by the student annual evaluation, exam success, the periodic independent external evaluation of the program and the periodic internal evaluation of the annual syllabus and examination procedures		
Other (as the proposer wishes to add)	-		

NAME OF THE COURSE	Child and Creativity				
Code		Year of study	1.(2nd semester)		
Course teacher	Tonća Jukić, PhD, associate professor	Credits (ECTS)	3		
Associate teachers	Sani Kunac	Type of instruction (number of hours)	**L** **S** **E** **F**		
			15	15	0 0
Status of the course	elective	Percentage of application of e-learning	0%		
COURSE DESCRIPTION					
Course objectives	To enable students to recognize and encourage children's creative potentials and engage them in creative thinking				
Course enrolment requirements and entry competences required for the course	Speaking and writing fluency in English				
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After the end of the course, the students will be able to: 1. Differentiate between different approaches to understanding creativity 2. Analyze, correlate and evaluate different theories about creativity 3. Recognize own and others' creative potentials 4. Explain the importance of creativity for children 5. Apply knowledge regarding creativity and Gardner's theory of multiple intelligences in planning creative workshop 6. Positively value the importance of encouraging creativity				
Course content broken down in detail by weekly class schedule (syllabus)	1. Introduction to the course: expectations, course structure (1L+1S) 2. Creativity: main concepts, approaches to creativity, types of creativity (2L) 3. Areas of investigating creativity: creativity in different scientific disciplines, four aspects of creativity (creative person, creative process, creative environment, creative product); explicit and implicit theories of creativity (3L) 4. Level and style of creativity, cognitive style and creativity, adaptation and innovation styles of creativity (2L) 5. Divergent thinking and creativity, intelligence, imagination, play and creativity (1L) 6. Free time and creativity (1L) 7. Environment for creativity (1L+4S) 8. Potential for developing and encouraging creativity (2L+5S) 9. Gardner's theory of multiple intelligences and creativity (2L) 2. Planning creative workshops (5S)				
Format of instruction	⊠ lectures ⊠ seminars and workshops ☐ exercises ☐ *on line* in entirety	⊠ independent assignments ⊠ multimedia ☐ laboratory ☐ work with mentor			

	☐ partial e-learning ☐ field work			☐ (other)	
Student responsibilities	Regular course attendance and active participation in classes. After gaining a deeper understanding of the phenomenon of creativity and Gardner's theory of multiple intelligences, students will use the acquired knowledge for planning creative workshops.				
Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	0.5	Research		Practical training	1
	Experimental work		Report		Active participation	0.5
	Essay		Seminar essay		(Other)	
	Tests	1	Oral exam		(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	The grade will be formed based on practical work done in class and the written exams in which students will review main theories of creativity and present a detailed plan for a creative workshop based on the obligatory and additionally recommended literature.				

	Title	**Number of copies in the library**	**Availability via other media**
Required literature (available in the library and via other media)	1. Beghetto, R. A. (2010). Creativity in the Classroom. In: J. C. Kaufman & R. J. Sternberg (Eds.), *The Cambridge Handbook of Creativity*. New York: Cambridge University Press, 447-463.	0	web
	2. Craft, A., Jeffrey & B. Leibling, M. (Eds.) (2001). *Creativity in Education.* London and New York: Continuum (selected chapters).	0	web
	3. Gardner, H. (1994). The Creators' Patterns. In: Margaret A. Boden (Ed.), *Dimensions of Creativity.* MIT Press, 143-158.	0	web
	4. Gardner, H. & Hatch, T. (1989). Multiple Intelligences Go to School: Educational Implications of the Theory of Multiple Intelligences. *Educational Researcher*, 18 (8), 4-10.	0	web
	5. Fasko, D., Jr. (2000-2001). Education and Creativity. *Creativity Research Journal,* 13 (3 & 4), 317-327.	0	web
	6. Jukić, T. (2011). Implicit theories of creativity in early education. *Croatian Journal of Education*, 13 (2), 38-65	0	web
	7. Kangas, M. (2010). Creative and playful learning: Learning through game co-creation and games in a playful learning environment. *Thinking Skills and Creativity*, 5, 1-15	0	web
	8. Kaufman, J. C. & Beghetto, R. A. (2009). Beyond Big and Little: The Four C Model of Creativity. *Review of General Psychology,* 13 (1), 1-12	0	web
	9. Kirton, M. J., Bailey, A. & Glendinning, J. W. (1991). Adaptors and innovators: Preference	0	web

	for educational procedures. *Journal of Psychology*, 125 (4), 445-455.		
	10. Kozbelt, A., Beghetto, R. A., & Runco, M. A. (2010). Theories of creativity. In: J. C. Kaufman i R. J. Sternberg (Ur.), *The Cambridge Handbook of Creativity*. New York: Cambridge University Press, 20-47.	0	web
	11. Runco, M. A. (2003). Education for Creative Potential. *Scandinavian Journal of Educational research.* 47 (3), 317-324	0	web
	12. Saracho, O. (2012). Creativity theories and related teachers' beliefs. *Early Child Development and Care*, 182 (1), 35-44.	0	web
	13. Sternberg, R. J. (2006). The Nature of Creativity. *Creativity Research Journal*, 18 (1), 87-98.	0	web
Optional literature (at the time of submission of study programme proposal)	1. Jozefowski, E. & Florczykiewicz, J. (2015). *Creative workshop as an opportunity for subjective development in the sphere of fine art*. Wroclav: Drukarnia JAKS (selected chapters). 2. Dweck, C. S., Chiu, C. Y. & Hong, Y. Y. (1995). Implicit theories and their role in judgment and reactions: A world from two perspectives. *Psychological Inquiry,* 6 (4), 267-285. 3. Dweck, C. S., Chiu, C. Y. & Hong, Y. Y. (1995a). Implicit theories: Elaboration and extension of the model. *Psychological Inquiry,* 6 (4), 322-333. 4. Isaksen, S. G., Laurer, K. J., Ekvall, G. & Britz, A. (2000-2001). Perceptions of the Best and Worst Climates for Creativity: Preliminary Validation Evidence for the Situational Outlook Questionnaire. *Creativity Research Journal*, 13 (2), 171-184. 5. Kirton, M. J. (2003). *Adaption-Innovation: In the Context of Diversity and Change.* London and New York: Routledge (selected chapters).		
Quality assurance methods that ensure the acquisition of exit competences	The quality of the course and acquisition of exit competencies is monitored by the student annual evaluation, exam success, the periodic independent external evaluation of the program and the periodic internal evaluation of the annual syllabus and examination procedures		
Other (as the proposer wishes to add)			

NAME OF THE COURSE	Media psychology				
Code		Year of study	1.(2nd semester)		
Course teacher	Andreja Bubić, PhD, associate professor	Credits (ECTS)	3		
Associate teachers	Nelija Rudolfi	Type of instruction (number of hours)	L	S	E	F
			15	15	0	0
Status of the course	elective	Percentage of application of e-learning	0%		
COURSE DESCRIPTION					
Course objectives	The course objective is to introduce to students the basics of mass media, the consumer psychology and the influence of the media on human behavior and emotions. Students will acquire the skills of using digital media and new technologies, link the findings from psychology, communication and technology, and answer the question of whether the media can create social changes with the help of psychology.				

Course enrolment requirements and entry competences required for the course	Speaking and writing fluency in English					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon completion of the course, students will be able to: 1. Define the relationship between all types of media, psychology and human behavior 2. Understand the nature of cognitive processes and the difference between physical and psychological, social, cultural and virtual reality 3. Explain the advantages and disadvantages of particular types of classical and new media 4. Explain the use of media and virtual reality in the processes of education and promotion of psychology and other scientific disciplines 5. Define the competences, skills and knowledge of a "media psychologist" as a profession of the future 6. Understand current issues in social media with an emphasis on social networks 7. Critically evaluate basic ideological, racial, economic and cultural assumptions that are run by social media as instruments of public culture					
Course content broken down in detail by weekly class schedule (syllabus)	1. Cognitive psychology. Methods of research in cognitive psychology. (2L+2S) 2. The relationship between cognition, new technologies and the digital present (1L+1S) 3. Cognitive theories and assumptions arising from them regarding the subject of the human mind and new technologies (1L+1S) 4. Perception, visual culture and attention (1L+1S) 5. Cognition and "viral" / "virtual" culture (1L+1S) 6. Classical mass media (radio, TV, print ...) and new media (1L+1S) 7. Skills of using certain media depending on branches of psychology (1L+1S) 8. Advertising and consumer psychology (1L+1S) 9. Linking the mutual impact of psychology and biology on one side, the environment, behavior and emotions on the other side and media and technology on the third side (1L+1S) 10. Fundamentals of social psychology (1L+1S) 11. Public relations (1L+1S) 12. The research of mass media and the knowledge that came from them (1L+1S) 13. Formation of attitudes, the influence of the media on the formation of attitudes (1L+1S) 14. Social identity embedded in the context of the influence of mass media and new media interactions (1L+1S)					
Format of instruction	X lectures X seminars and workshops ☐ exercises ☐ *on line* in entirety ☐ partial e-learning X field work		X independent assignments X multimedia ☐ laboratory ☐ work with mentor ☐ (other)			
Student responsibilities	Students are requested to actively participate in classes, organized discussions, workshops and research and prepare a seminar paper.					
Screening student work *(name the proportion of ECTS credits for each activity so that the total number of*	Class attendance	1.5	Research		Practical training	0.25
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0.25	(Other)	

ECTS credits is equal to the ECTS value of the course)	Tests		Oral exam	0.25	(Other)	
	Written exam	0.75	Project		(Other)	

Grading and evaluating student work in class and at the final exam	The students' activity during the course will be monitored. Individual works of the students will particularly be evaluated during workshops as well as seminar papers. At the end of the semester, there will be a written and oral exam.		
Required literature (available in the library and via other media)	**Title**	**Number of copies in the library**	**Availability via other media**
	1. Parkin, A. J. (2013). *Essential cognitive psychology* (Classic Edition). Psychology Press.	1	
	2. Giles, D. (2003). *Media psychology*. Routledge.	0*	course teacher
Optional literature (at the time of submission of study programme proposal)	1. Aronson, E., Wilson, T.D., Akert, R.M. (2005). *Social psychology*. Upper Saddle River, NJ: Prentice Hall. 2. Baron, J. (2008). *Thinking and deciding*. Cambridge: Cambridge University Press. 3. Birkett, S., Galpin, A., Cassidy, S., Marrow, L., Norgate, S. (2011). How revealing are eye-movements for understanding web engagement in young children. In *CHI'11 Extended Abstracts on Human Factors in Computing Systems* (pp. 2251-2256). ACM. 4. Nass, C., Reeves, B. (2003). The media equation: How people treat computers, television, and new media like real people and places (CSLI Lecture Notes S). 5. Luskin, B. J. (2003). Media psychology: A field whose time is here. *The California Psychologist*, 15, 14-18. 6. Scheinbaum, A. C. (Ed.). (2017). *The dark side of social media: A consumer psychology perspective*. Routledge.		
Quality assurance methods that ensure the acquisition of exit competences	The quality of the course and acquisition of exit competencies is monitored by the student annual evaluation, exam success, the periodic independent external evaluation of the program and the periodic internal evaluation of the annual syllabus and examination procedures		
Other (as the proposer wishes to add)	* Literature is in the process of being acquired for the library; currently available from course teacher		

NAME OF THE COURSE	Developmental Psychology of Adulthood and Aging					
Code		Year of study	2. (semester 3)			
Course teacher	Ina Reić Ercegovac, PhD, associate professor	Credits (ECTS)	3			
Associate teachers	Katija Kalebić Jakupčević, PhD	Type of instruction (number of hours)	L	S	E	F
			15	15	0	0
Status of the course	mandatory	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
Course objectives	To introduce students to lifespan perspective in human development and its role in studying changes and continuity of psychological processes during adulthood and aging. Students will learn about developmental changes in adults and elderly regarding physical, sensory, cognitive, social and emotional aspects, as well as about					

	difficulties of adjustment to those changes. One of the course aims is also to sensitize students for the developmental needs of the elderly and to develop competencies for reducing prejudice against the elderly.
Course enrolment requirements and entry competences required for the course	Speaking and writing fluency in English; finished course and passed exam in *Developmental Psychology of Childhood and Adolescence*
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon completion of the course, students will be able to: 1. Explain lifespan perspective in developmental psychology 2. Name traditional and contemporary theories of development in adulthood 3. Evaluate research methods and approaches in studies of developmental changes in adulthood and aging 4. Analyse developmental changes in emotional, cognitive, social, moral, physical and sensory functioning in adulthood and old age 5. Explain continuity and changes in personality in lifespan perspective 6. Analyse the impact of normative transitions related to age on psychological adjustment
Course content broken down in detail by weekly class schedule (syllabus)	Lectures: 1. Introduction to Psychology of Adult Development and Aging (1L) 2. Research methods in studying adult development and aging (2L) 3. Theoretical approaches to development in adulthood (1L) 4. Biological aspects of aging and physical changes in adults and elderly (2L) 5. Cognitive development in adulthood– changes in attention, memory, learning and intelligence (2L) 6. Changes in personality in adulthood (1L) 7. Morality, seeking for life meaning and wisdom (1L) 8. Changes in social roles and close relationship in adulthood and old age (2L) 9. Career development in adulthood and retirement (1L) 10. Facing the end of life; widowhood; adjustment to losses (2L) Within seminars, students will: a) present one recent research from the field of adult development and aging, b) conduct an interview with an older person with the aim of testing hypothesis derived from contemporary theories of aging, c) present qualitative data obtained in interview and their interpretation 1. Introduction to seminars and assignment of tasks (1S) 2. Seminar paper presentations (research from journal articles) (4S) 3. Presentation of interviews (4S) 4. Analyses and evaluation of tasks (1S)
Format of instruction	☒ lectures ☒ seminars and workshops ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work	☒ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)

Student responsibilities	Regular course attendance, active participation, presenting a seminar paper, and, oral exam

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of*	Class attendance	0.5	Research	0.5	Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0.5	(Other)	

ECTS credits is equal to the ECTS value of the course)	Tests		Oral exam	1.5	(Other)	
	Written exam		Project		(Other)	

Grading and evaluating student work in class and at the final exam	The final grade is a result of regular course attendance and active participation during course (20%), seminar paper presentation (40%) and oral exam (40%)

Required literature (available in the library and via other media)	Title	Number of copies in the library*	Availability via other media
	1. Schaie, K.W. i Willis, S.L. (2015). *Handbook of the Psychology of Aging*. 8th Ed. Academic Press.	0	course teacher
	2. Schaie, K.W. i Willis, S.L. (2002). *Adult Development & Aging*. 5th ed. Pearson.	0	course teacher

Optional literature (at the time of submission of study programme proposal)	1. Baltes, P.B., Kunzmann, U. (2003). Wisdom: The peak of human excellence in the orchestration of mind and virtue. *Psychologist, 16*, 131-133. 2. Baltes, P.B., Mayer, K.U. (Ur.) (1999). *The Berlin Aging Study: Aging from 70 to 100.* Cambridge University Press. 3. Boerner, K. i Jopp, D. (2007). Improvement/Maintenance and Reorientation as Central Features of Coping with Major Life Change and Loss: Contributions of Three Life-Span Theories. *Human Development, 50*, 171-195. DOI:10.1159/000103358 4. Bradley, C.L. (1997). Generativity – stagnation: Development of a status model. *Developmental Review, 17*, 262-290. 5. Charles, S. i Carstense, L.L. (2010). Social and Emotional Aging. *Annual Review of Psychology, 61*, 383-409. 6. Erikson, E.H. (1998). *The life cycle completed. Extended version with a new chapters on the ninth stage by Joan M. Erikson*. New York: Norton. 7. Freund, A.M. (2008). Successful aging as management of resources: The role of selection, optimization, and compensation. *Research in Human Development, 5*, 94-106. doi:10.1080/15427600802034827 8. Haase, C.M., Heckhausen, J., Wrosch, C. (2013). Developmental Regulation across the Life Span: Toward a New Synthesis. *Developmental Psychology, 49*, 964-972. 9. Moss, M.S. i Moss, S.Z. (2014). Widowhood in old age: Viewed in a family context. *Journal of Aging Studies, 29*, 98-106. 10. Parkes, C.M. (1998). Bereavement in adult life. *British Medical Journal, 316*(7134), 856–859. 11. Schaie, K.W. (2012). *Developmental Influences on Adult Intelligence: The Seattle Longitudinal Study*. Oxford University Press.

Quality assurance methods that ensure the acquisition of exit competences	The quality of the course and acquisition of exit competencies is monitored by the student annual evaluation, exam success, the periodic independent external evaluation of the program and the periodic internal evaluation of the annual syllabus and examination procedures
Other (as the proposer wishes to add)	* Literature is in the process of being acquired for the library; currently available from course teacher

NAME OF THE COURSE	Intelligence, Thinking and Language					
Code		Year of study	2.(3ʳᵈ semester)			
Course teacher	Andreja Bubić, PhD, associate professor	Credits (ECTS)	4			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			30	15	0	0
Status of the course	mandatory	Percentage of application of e-learning	0%			

COURSE DESCRIPTION	
Course objectives	The goal of this course is to familiarize students with basic findings from cognitive psychology, with an emphasis on those related to intelligence, thinking and language.
Course enrolment requirements and entry competences required for the course	Speaking and writing fluency in English
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After this course, students will be able to: 1. Describe the main characteristics of thinking and different manners of reasoning 2. Understand the processes underlying thinking 3. Describe how we learn, understand and produce language 4. Understand the importance of intelligence for individuals' cognitive functioning 5. Explain the importance of creativity and problem solving in everyday life.
Course content broken down in detail by weekly class schedule (syllabus)	1. Cognitive psychology and research methodology in cognitive psychology. (2L+2S) 2. Automatic and controlled processing. (2L+1S) 3. Executive processes. (2L+1S) 4. Representation and organization of knowledge. (2L+1S) 5. Forming concepts. (2L+1S) 6. Thinking. (2L+1S) 7. Deductive reasoning. (2L+1S) 8. Hypothesis testing. Inductive reasoning. (2L+1S) 9. Problem solving. (2L+1S) 10. Main theories of intelligence. (2L+1S) 11. Creativity. (2L+1S) 12. The role of language in thinking. The structure and acquisition of language. (2L+1S) 13. Understanding and producing language. Language in context. (2L+1S) 14. Judgment and decision making. (2L+1S)
Format of instruction	X lectures X seminars and workshops ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work X independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)
Student responsibilities	Students must actively participate in courses, discussions, assignments and practical work.

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of*	Class attendance	1.5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1	(Other)	

ECTS credits is equal to the ECTS value of the course)	Tests		Oral exam		(Other)	
	Written exam	1.5	Project		(Other)	

Grading and evaluating student work in class and at the final exam	Students will be graded based on their participation in the course during the course. Practical work will also be evaluated. After the course, students will be examined by the oral or writing exam.

Required literature (available in the library and via other media)	Title	Number of copies in the library*	Availability via other media
	1. Sternberg, R. (2011). *Cognitive psychology*. Cengage Learning.	1	
	2. Harley, T. A. (2001). *The psychology of language: From data to theory*. New York: Psychology Press.	0*	course teacher

Optional literature (at the time of submission of study programme proposal)	1. Baron, J. (2008). *Thinking and deciding*. Cambridge: Cambridge University Press. 2. Gigerenzer, G. (2007). *Gut feelings: The intelligence of the unconscious*. Penguin. 3. Gilbert, D. (2009). *Stumbling on happiness*. Vintage Canada. 4. Osherson, D. N., Smith E. E. (1990). *Thinking: An invitation to cognitive science*, Vol. 3. MIT Press. 5. Parkin, A. J. (2013). *Essential cognitive psychology* (Classic Edition). Psychology Press. 6. Pinker, S. (2007). *The language instinct: How the mind creates language*. New York: Harper Perennial. 7. Smith, E. E., Kosslyn, S. M., Barsalou, L. W. (2007). *Cognitive psychology: Mind and brain* (Vol. 6). Upper Saddle River: Pearson/Prentice Hall. 8. Stanovich, K.E. (2009). *Decision making and rationality in the modern world*. USA: Oxford University Press.

Quality assurance methods that ensure the acquisition of exit competences	The quality of the course and acquisition of exit competencies is monitored by the student annual evaluation, exam success, the periodic independent external evaluation of the program and the periodic internal evaluation of the annual syllabus and examination procedures

Other (as the proposer wishes to add)	* Literature is in the process of being acquired for the library; currently available from course teacher

NAME OF THE COURSE	Neuropsychology					
Code		Year of study	2.(3rd semester)			
Course teacher	Goran Kardum, PhD, full professor	Credits (ECTS)	4			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			30	15	0	0
Status of the course	mandatory	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
Course objectives	Main objective of this course is to encourage students to critically think about neurological illnesses, neuropsychological assessment and neuropsychological syndromes. The aim of this course is to assess and interpret the relationship among					

	nervous system functions and behaviour and to apply this knowledge to the individual patient interventions.
Course enrolment requirements and entry competences required for the course	Speaking and writing fluency in English
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	1. Understanding the key methods and assumptions in neuropsychology research and clinical practice. 2. Understanding functionally relevant parts of neuroanatomy and neurophysiology. 3. Recognition of neuropsychology role in paediatric, adult and geriatric disorders. 4. Validation of the research in the field of neuropsychology.
Course content broken down in detail by weekly class schedule (syllabus)	1. History of neuropsychology assessment and practice. (3L) 2. Basic concepts and principles of neuropsychological assessment. (3L) 3. Test selection and preparation of the patient. (3L) 4. Disorders of Perception. (2L+2S) 5. Disorders of Attention. (2L+2S) 6. Executive Dysfunction. (2L+2S) 7. Disorders of Memory. (2L+2S) 8. Disorders of Cerebral Asymmetry. (2L+2S) 9. Language disorders. (2L+2S) 10. Emotional and Social Dysfunction. (4L+2S) 11. Disorders of Consciousness. (4L+2S)
Format of instruction	☒ lectures ☒ seminars and workshops ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work ☒ independent assignments ☐ multimedia ☐ laboratory ☒ work with mentor ☐ (other)
Student responsibilities	Students are required to attend lectures, acquire relevant information from the required literature, be active and critically think about various theoretical paradigms and write a final seminar paper.

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	0.5	Research		Practical training	
	Experimental work		Report		Class activity	0.5
	Essay		Seminar essay	1	Continuous knowledge testing	1
	Tests		Oral exam		(Other)	
	Written exam		Project		(Other)	

Grading and evaluating student work in class and at the final exam	Exams and final seminar paper are used for grading and validating students.

	Title	Number of copies in the library*	Availability via other media
Required literature (available in the library and via other media)	1. Andrewes, D. (2016). *Neuropsychology: From Theory to Practice.* London: Taylor & Francis.	0	course teacher
	2. Gurd, J.M., Kischka, U. & Marshall, J.C. (2013). *The Handbook of Clinical Neuropsychology*, Second 3. Edition. NY, NY: Oxford University Press.	0	course teacher
	4. Lecture notes		
	5. Selected scientific paper		
Optional literature (at the time of submission of study programme proposal)	1. *Diagnostic and Statistical Manual of Mental Disorders Fifth Edition* (2013). Arlington, VA.: American Psychiatric Press. 2. Lezak, M. D., Howieson, D. B, & Loring, D.W. (2012). *Neuropsychological Assessment*, 5th ed. NY, NY: Oxford University Press. 3. Yeates, K.O., Ris, M.D., Taylor, H.G. & Pennington, B.F. (2010). *Pediatric Neuropsychology: Research, Theory, and Practice*, 2 nd Edition. NY, NY: Guildford Press.		
Quality assurance methods that ensure the acquisition of exit competences	The quality of the course and acquisition of exit competencies is monitored by the student annual evaluation, exam success, the periodic independent external evaluation of the program and the periodic internal evaluation of the annual syllabus and examination procedures		
Other (as the proposer wishes to add)	* Literature is in the process of being acquired for the library; currently available from course teacher		

NAME OF THE COURSE	Applied Research Methods I					
Code		Year of study	2. (3rd semester)			
Course teacher	Ina Reić Ercegovac, PhD, associate professor	Credits (ECTS)	4			
Associate teachers	Bruno Barać	Type of instruction (number of hours)	L	S	E	F
			0	0	45	0
Status of the course	mandatory	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
Course objectives	To develop competencies in the field of experimental methodology – competencies for making an experimental research design, choosing appropriate variables, defining research aim, operationalization of research aim via research questions, deriving and testing hypothesis, applying statistical data analysis methods, and writing a research report. Student will actively participate in research as participants and after that they will analyse collected data and write a research report which will be evaluated.					
Course enrolment requirements and entry competences required for the course	Speaking and writing fluency in English; finished courses and passed exams in *Introduction to Research Methods*, *Statistics I*, *Statistics II*, *Biological Foundations of Psychological Processes*, and *Perception, Learning and Memory*					
Learning outcomes expected at the level of the course	Upon completion of the course, students will be able to: 1. Make an experimental research design 2. Collect data based upon experimental research design 3. Analyse collected data by the use of appropriate statistical analysis					

(4 to 10 learning outcomes)	4. Write an experimental research report in accordance with scientific writing standards
Course content broken down in detail by weekly class schedule (syllabus)	The course consists of exercises from psychology of sensation, perception and memory. During an exercise, students will be introduced to the theme and research goal and hypothesis. After the introductory part, data collection will be organized with students as research participants. Finally, students will analyse collected data and write a research report that consists of: introduction, research goal, research questions and hypothesis, methods, data analysis, results and discussion, conclusion, literature. 1. Introduction tto the course (2E) 2. Sensation: examining foveal vs. peripheral acuity (5E) 3. Sensation: examining colour vision (5E) 4. Psychomotor abilities: finger dexterity (5E) 5. Psychophysics: Weight perception and differential sensitivity (Weber's Law) (5E) 6. Attention: examining selective and sustained attention and visual scanning speed (5E) 7. Examining perceptual illusions (5E) 8. Comparison of memory test methods (5E) 9. The effects of context on memory (5E) 10. Course evaluation (3E)
Format of instruction	☐ lectures ☐ seminars and workshops ☒ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work ☒ independent assignments ☐ multimedia ☒ laboratory ☐ work with mentor ☐ (other)
Student responsibilities	Regular course attendance, active participation in exercises and writing research report for each exercise

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	1	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1	(Other)	
	Tests		Oral exam	1	(Other)	
	Written exam		Project		(Other)	

Grading and evaluating student work in class and at the final exam	Each writing report is evaluated on a school grade scale from 1 (unsatisfactory) to 5 (excellent). The final grade is formed as average grade of all reports. For successfully finishing of the course, the maximum number of exercise absences is one, and minimum average grade from all of the reports is 2.0.

	Title	Number of copies in the library	Availability via other media
Required literature (available in the library and via other media)	1. Goldstein, E.B. (2010). *Sensation & Perception*. USA: Wadsworth	0	http://dl.icdst.org/pdfs/files/613782cddfa896905bbd17706aecb765.pdf
	2. Sternberg, R. (2011). *Cognitive psychology*. Cengage Learning.	1	

Optional literature (at the time of submission of study programme proposal)	1. Parkin, A. J. (2013). Essential cognitive psychology (Classic Edition). Psychology Press. 2. Kingdom, A.A.F., & Prins, N. (2010). *Psychophysics*. Academic Press.
Quality assurance methods that ensure the acquisition of exit competences	The quality of the course and acquisition of exit competencies is monitored by the student annual evaluation, exam success, the periodic independent external evaluation of the program and the periodic internal evaluation of the annual syllabus and examination procedures
Other (as the proposer wishes to add)	

NAME OF THE COURSE	Quantitative Research Designs					
Code		Year of study	2. (3rd semester)			
Course teacher	Darko Hren, PhD, associate professor	Credits (ECTS)	5			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			30	0	30	0
Status of the course	mandatory	Percentage of application of e-learning	up to 30%			
COURSE DESCRIPTION						
Course objectives	The aim of the course is to familiarize students with quantitative study designs in psychology and enable them to critically assess methodological characteristics of psychological research.					
Course enrolment requirements and entry competences required for the course	Speaking and writing fluency in English; passed exams in *Statistics I, Statistics II*					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After the course students will be able to: 1. Describe and explain logic of quantitative research studies in psychology; 2. Describe and explain main experimental, quasi-experimental, and non-experimental study designs in psychology; 3. Analyse strengths and weaknesses of experimental, quasi-experimental, and non-experimental study designs in psychology; 4. Independently create a study design appropriate to a given research objective.					
Course content broken down in detail by weekly class schedule (syllabus)	1. Sampling, measurement, and testing hypotheses (2L+2E) 2. Basics of experimental research (4L+4E) 3. Methodological control in experimental research (4L+4E) 4. Single-factor experimental designs (4L+4E) 5. Factorial experimental designs (4L+4E) 6. Quasi-experimental designs and applied research (4L+4E) 7. Non-experimental designs: Survey methods (4L+4E) 8. Non-experimental designs: Observational methods (2L+2E) 9. Small N designs (2L+2E)					
	☒ lectures		☒ independent assignments			

Format of instruction	☐ seminars and workshops ☒ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work			☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)	
Student responsibilities	Class attendance, active class participation, preparation of the independent assignments, tests, oral exam.				
Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	2	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests	2	Oral exam	1	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Final grade is formed based on regular evaluation of participation and work in the classroom (20%), independent assignments (20%), and tests/written exam (30%), and oral exam (30%).				

Required literature (available in the library and via other media)	Title	Number of copies in the library*	Availability via other media
	1. Goodwin, K.A. & Goodwin C.J. (2017). *Research in Psychology Methods and Design: Methods and Design* (8th Ed.). Hoboken, NJ: Wiley.	0	course teacher

Optional literature (at the time of submission of study programme proposal)	Relevant research papers from recent periodicals.
Quality assurance methods that ensure the acquisition of exit competences	The quality of the course and acquisition of exit competencies is monitored by the student annual evaluation, exam success, the periodic independent external evaluation of the program and the periodic internal evaluation of the annual syllabus and examination procedures
Other (as the proposer wishes to add)	* Literature is in the process of being acquired for the library; currently available from course teacher

NAME OF THE COURSE		Psychology of Consciousness					
Code			Year of study	2.(3rd semester)			
Course teacher	Goran Kardum, PhD, full professor		Credits (ECTS)	3			
Associate teachers			Type of instruction (number of hours)	L	S	E	F
				15	15	0	0
Status of the course	mandatory		Percentage of application of e-learning	0%			
COURSE DESCRIPTION							

Course objectives	Main objective of this course is to encourage student to critically think about and explore consciousness, and to explore experiences and behaviours linked to the changes in consciousness.
Course enrolment requirements and entry competences required for the course	Speaking and writing fluency in English
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	1. Understanding the complexity of the term consciousness, and its relations with other similar terms used in psychological theories and research. 2. Understanding and recognising various altered states of consciousness and its psychological and neurophysiological frame. 3. Recognition and differentiation of various altered states of consciousness induced by different techniques and substances. 4. Validation of the research in the field of psychology of consciousness.
Course content broken down in detail by weekly class schedule (syllabus)	1. Definitions and issues of the term consciousness. (1L+1S) 2. Theoretical approaches – metaphysics, psychology, neuroscience (2L+1S) 3. Consciousness, psyche (soul) and experience of self (2L+1S) 4. Differentiation of the terms consciousness, mind, cognition, attention (1L+1S) 5. Subjectivity, intersubjectivity and "objective science" (1L+1S) 6. Phenomenology and common sense (1L+1S) 7. Qualitative and quantitative dimensions of consciousness (1L+1S) 8. Definition of the term altered consciousness, and the classification of various states of altered consciousness (1L+1S) 9. Neuroscientific discoveries and the correlates of consciousness and various states of altered consciousness (1L+1S) 10. Wakefulness and sleeping. Definition of sleeping and its stages in regards to brain activity (EEG) and neuroendocrine system (1L+1S) 11. Altered states of consciousness induced with various psychological and/or physical activities (classification of states and effects) (1L+2S) 12. Altered states of consciousness induced by psychoactive substances (classification of states and effects) (1L+2S)
Format of instruction	☒ lectures ☒ seminars and workshops ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work — ☒ independent assignments ☐ multimedia ☐ laboratory ☒ work with mentor ☐ (other)
Student responsibilities	Students are required to attend lectures, acquire relevant information from the required literature, be active and critically think about various theoretical paradigms and write a final seminar paper.

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	0.5	Research		Practical training	
	Experimental work		Report		Class activity	0.5
	Essay		Seminar essay	1	Continuous knowledge testing	1
	Tests		Oral exam		(Other)	

	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Exams and final seminar paper are used for grading and validating students.					

	Title	**Number of copies in the library***	**Availability via other media**
Required literature (available in the library and via other media)	1. Gennaro, R. J. (2018). *The Routledge Handbook of Consciousness.* New York & London: Routledge, Taylor & Francis Group.	0	course teacher
	2. Revonsuo, A. (2010). *Consciousness: the science of subjectivity.* New York: Psychology Press.	0	course teacher
	3. Velmans, M. (2009). *Understanding Consciousness.* NY: Psychology Press.	1	
	4. Lecture notes		
	5. Selected scientific paper		
Optional literature (at the time of submission of study programme proposal)	1. Bernard J. B. (1997). *In the Theater of Consciousness: The Workspace of the Mind.* NY: Oxford University Press. 2. Blackmore, S. (2012). *Consciousness: An Introduction.* NY: Oxford University Press. 3. Blackmore, S. (2006). *Conversations on Consciousness.* NY: Oxford University Press. 4. James, J. D., Schneider, W., & Eschman, A. (2010). *PsychMate Student Kit.* Sharpsburg, PA: Psychology Software Tools, Inc.		
Quality assurance methods that ensure the acquisition of exit competences	The quality of the course and acquisition of exit competencies is monitored by the student annual evaluation, exam success, the periodic independent external evaluation of the program and the periodic internal evaluation of the annual syllabus and examination procedures		
Other (as the proposer wishes to add)	* Literature is in the process of being acquired for the library; currently available from course teacher		

NAME OF THE COURSE	**Attachment across the Life Span**					
Code		Year of study	2. (3rd semester)			
Course teacher	Ina Reić Ercegovac, PhD, associate professor	Credits (ECTS)	3			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			15	15	0	0
Status of the course	elective	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
Course objectives	To introduce students to the concept of attachment; the role of early childhood attachment in the close relationships throughout life; methodological aspects of attachment research and the results of recent research in the field of attachment in different stages of life					
Course enrolment requirements and entry competences	Speaking and writing fluency in English; finished course and passed exam in *Developmental Psychology of Childhood and Adolescence*					

required for the course	
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon completion of the course, students will be able to: 1. Distinguish the developmental perspective and the perspective of personality and social psychology in attachment 2. Explain the role of the primary attachment in lifelong development 3. Describe the strange situation experimental paradigm 4. Describe different patterns of attachment between child and primary caregiver 5. Describe patterns of adult attachment 6. Connect early experiences of attachment to attachment relationships in adulthood 7. Explain the factors involved in the development of attachment relations 8. Analyse the theoretical approaches of attachment stability across the lifespan 9. Compare different methodological solutions in the attachment research
Course content broken down in detail by weekly class schedule (syllabus)	Lectures: 1. Introduction to course (1L) 2. Basis of attachment theory - Early works of J. Bowlby and M. Ainsworth (2L) 3. Developmental perspective - attachment at an early age, patterns of attachment, the strange situation experimental paradigm (2L) 4. Family influences on attachment (2L) 5. Adult attachment, patterns of attachment in adulthood (2L) 6. Stability of attachment through life; intergenerational transmission of attachment (2L) 7. Romantic relationships as attachment relationships, partnership / marital relations, quality and stability of marriage as a relationship of attachment (2L) 8. Attachment and psychopathology (2L) Within the seminar, students will present recent researches in the field of attachment and various correlates of attachment: 1. Attachment in peer and partner relations (5S) 2. The role of attachment in the relationship between parents and children in different developmental stages of childhood and adolescence (5S) 3. The role of attachment in delinquent behaviour; attachment and sexuality; attachment to school (5S)

Format of instruction	☒ lectures ☒ seminars and workshops ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work	☐ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)

Student responsibilities	Regular course attendance, active participation, presenting a seminar paper, and, oral exam				

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	1	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1	(Other)	
	Tests		Oral exam	1	(Other)	
	Written exam		Project		(Other)	

Grading and evaluating student work in class and at the final exam	The final grade is a result of regular course attendance and active participation during course (20%), seminar paper presentation (40%) and oral exam (40%)		
Required literature (available in the library and via other media)	**Title**	**Number of copies in the library**	**Availability via other media**
	1. Howe, D. (2011). *Attachement across the Lifecourse*: *A Brief Introduction*. Palgrave McMillan.	1	course teacher
	2. Bretherton, I. (1992). The Origins of Attachment Theory: John Bowlby and Mary Ainsworth. Developmental Psychology, 28(5), 759-775.	0	http://www.psychology.sunysb.edu/attachment/online/inge_origins.pdf
Optional literature (at the time of submission of study programme proposal)	1. Parrigon, K.S., Kerns, K.A., Abtahi, M.M., & Koehn, A. (2015). Attachment and Emotion in Middle Childhood and Adolescence. *Psychological Topics, 24*(1), 27-50. 2. McConnell, M., & Moss, E. (2011). Attachment across the life span: Factors that contribute to stability and change. *Australian Journal of Educational & Developmental Psychology, 11*, 60- 77. 3. Brumariu, L.E., & Kerns, K. A. (2010). Parent–child attachment and internalizing symptoms in childhood and adolescence: A review of empirical findings and future directions. *Development and Psychopathology 22*, 177–203.		
Quality assurance methods that ensure the acquisition of exit competences	The quality of the course and acquisition of exit competencies is monitored by the student annual evaluation, exam success, the periodic independent external evaluation of the program and the periodic internal evaluation of the annual syllabus and examination procedures		
Other (as the proposer wishes to add)	-		

NAME OF THE COURSE	**Parenting in Lifespan Perspective**				
Code		Year of study	2. (3rd semester)		
Course teacher	Maja Ljubetić, PhD, full professor	Credits (ECTS)	3		
Associate teachers	Ina Reić Ercegovac, PhD, associate professor	Type of instruction (number of hours)	L	S	E	F
			15	15	0	0
Status of the course	elective	Percentage of application of e-learning	0%		
COURSE DESCRIPTION					
Course objectives	To introduce students to research methods in parenting, main models of parenting within developmental perspective, personal determinants of parenting, outcomes of different determinants of parenting on child development and parenting in specific contexts (infertility and life without children, juvenile parents, adoptive parents, single-parent families, parenting a child with disabilities). The aim of the course is also to understand parenting and its characteristics in developmental and lifespan perspective - parenting infants and toddlers, parenting in middle and late childhood, parenting adolescents and parenting an adult child.				

Course enrolment requirements and entry competences required for the course	Speaking and writing fluency in English; finished course and passed exam in *Developmental Psychology of Childhood and Adolescence*				
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon completion of the course, students will be able to: 1. Name the most important theoretical approaches in psychology of parenting 2. Explain the role of personal and contextual determinants of parenting 3. Analyse specific features of parenting in different contexts (juvenile parents, adoptive parents, single-parent families, parenting a child with disabilities) 4. Compare parenting in different developmental stages 5. Analyse methodological aspects of parenting research 6. Create simple research design in the field of psychology of parenting				
Course content broken down in detail by weekly class schedule (syllabus)	Lectures: 1. Introduction to course (content, literature, student obligations); defining parenting in terms of concept, process and a role (2L) 2. Theoretical approaches to parenting (psychoanalytical, humanistic, ecological) (2L) 3. Individual and contextual determinants of parenting and parental behaviour (1L) 4. Implicit parenting (1L) 5. Motivation for parenthood and transition to parenthood (1L) 6. Parenting infants and toddlers (2P) 7. Parenting child in pre-school and school age (1L) 8. Parenting adolescents (1L) 9. Parenting adult children (1L) 10. Inability to realize parental role, adoptive parents, juvenile parents, single parent families (2L) 11. Parenting a child with disabilities (1L) Within the seminar, students will present recent researches in the field of parenting and create simple draft research: 1. Selecting articles for presentation (1S) 2. Seminar paper presentation (5S) 3. Making research design (3S) 4. Presentation of research design and their evaluation (6S)				
Format of instruction	☒ lectures ☒ seminars and workshops ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work		☒ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)		
Student responsibilities	Regular course attendance, active participation in classes, presenting a seminar paper, research design presentation, oral exam				
Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	0.5	Research	0.5	Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1	(Other)	
	Tests		Oral exam	1	(Other)	
	Written exam		Project		(Other)	

Grading and evaluating student work in class and at the final exam	The final grade is a result of regular course attendance and active participation during course (10%), seminar paper presentation (25%), presentation of research design (25%) and oral exam (40%)		
Required literature (available in the library and via other media)	**Title**	**Number of copies in the library**	**Availability via other media**
	1. Holden, G.W. (2010). *Parenting. A dynamic Perspective*. Sage.	1	course teacher
	2. Martin, C.A. i Colbert, K.K. (1997). *Parenting. A life-span perspective*. McGraw-Hill.	1	course teacher
Optional literature (at the time of submission of study programme proposal)	1. Amato, P. R., & Fowler, F. (2002). Parenting practices, child adjustment, and family diversity. *Journal of Marriage and the Family, 64*, 703-716. 2. Belsky, J. (1984). The determinants of parenting: A process model. *Child Development, 55*, 83-96. 3. Bornstein, M.H. (Ed.). *Handbook of parenting: Vol. 3: Being and becoming a parent*. Mahwah, New Jersey: Lawrence Erlbaum Associates. 4. Cowan C. P., & Cowan, P. A. (2000). *When partners become parents: The big life change for couples*. New York: Basic Books 5. Duncan, L.G., Coatsworth, J.D., & Greenberg, M.T. (2009). A model of mindful parenting: Implications for parent–child relationships and prevention research. *Clinical Child and Family Psychology Review, 12*,3, 255-270. 6. Feeney, J. A., Hohaus, L., Noller, P., & Alexander, R. P. (2001). *Becoming parents. Exploring the Bonds between Mothers, Fathers, and Their Infants*. UK: Cambridge University Press. 7. Hawk, C.K. & Holden, G.W. (2006). Meta-parenting: An initial investigation into a new parental social cognition construct. *Parenting Science and Practice, 6*, 4, 321-342. 8. Lacković Grgin, K., & Penezić, Z. (Eds.), *Parenthood and Parenting in Croatia: A Developmental and Socio-cultural Perspective.* New York: Nova Science Publishers, Inc. 9. Ljubetić, M., Reić Ercegovac, I., & Mandarić Vukušić, A. (2018). Irresponsible/Unmindful Parenting: An Empire for the Media. In: Lepičnik Vodopivec, J., Jančec, L. i Štemberger, T. (Eds.), Implicit *Pedagogy for Optimized Learning in Contemporary Education*, pp. 270-289. IGI Global. 10. Prinzie, P., Stams, G. J. J. M., Deković, M., Reijntjes, A. H. A. i Belsky, J. (2009). The Relations between Parents' Big Five Personality Factors and Parenting: A Meta-Analytic Review. *Journal of Personality and Social Psychology, 97*, 2, 351-362. 11. Rohner, R. P. (2004). The „acceptance-rejection syndrome". Universal correlates of parental acceptance-rejection. *American Psychologist*, 58, 830-840.		
Quality assurance methods that ensure the acquisition of exit competences	The quality of the course and acquisition of exit competencies is monitored by the student annual evaluation, exam success, the periodic independent external evaluation of the program and the periodic internal evaluation of the annual syllabus and examination procedures		
Other (as the proposer wishes to add)	-		

NAME OF THE COURSE	Adult Education				
Code		Year of study	2.(3rd semester)		
Course teacher	Morana Koludrović, PhD, assistant professor	Credits (ECTS)	3		
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			15	15	0	0
Status of the course	elective	Percentage of application of e-learning	0%		
COURSE DESCRIPTION					
Course objectives	Within this course, students will learn, analyse and evaluate the principles, approaches and features of adult education, with emphasis on the individual needs of adult learners, and a contemporary social and economic environment that promotes lifelong learning and education.				
Course enrolment requirements and entry competences required for the course	Speaking and writing fluency in English				
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students are expected to: 1. Explain the basic concepts, principles and approaches in adult education 2. Analyse the opportunities, difficulties and benefits of adult education with regard to individual, social and broader economic contexts 3. Explain the concept of lifelong learning and distinguish concepts of formal and non-formal education and informal learning 4. Analyse the individual needs of adult learners 5. Design ways to motivate adults and support adult learners 6. Analyse role of psychologists in adult education				
Course content broken down in detail by weekly class schedule (syllabus)	1. Introduction to adult education 1L 2. Historical development of adult education 1L 3. Contemporary principles and approaches of adult education from the perspective of the adult learner 2L 4. Contemporary principles and approaches of adult education with regard to the social and economic context 2L 5. Lifelong learning concept 1L 6. Formal, non-formal and informal learning 1L 7. Adult competencies 2L 8. Approaches to adult motivation and ensuring a quality environment in adult education 2L 9. The role of professional associates and teachers in adult education 1L 10. The role of psychologists in working with adults with regard to difficulties in adult learning, adult vocational guidance, and other adult characteristics 2L The seminars are organized as active workshops where students critically consider, reflect and evaluate the issues of the course. Using the relevant literature, students are also expected to analyse the specificities of lifelong learning and the possibilities of motivating adults for lifelong learning. The seminars are based on the problem based learning concept, and students are expected to engage in collaborative learning and teamwork.				
	☒ lectures	☒ independent assignments			

Format of instruction	☒ seminars and workshops ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work			☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)		
Student responsibilities						
Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	1	Research	0.5	Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1	(Other)	
	Tests		Oral exam	0.5	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam						

Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	1. Knowles, M.; Holton, E. F. III.; Swanson, R. A. (2005), *The Adult Learner: The definitive classic in adult education and human resource development*. New York: Routledge. (selected chapters)	1	
	2. Koludrović, M.; Brčić Kuljiš, M. (2016), *Contribution to the development of the curricula aimed at adult education professionals*. Split: Hrvatsko andragoško društvo (selected chapters).	1	course teacher
	3. A Memorandum on Lifelong Learning (2000)	0	https://arhiv.acs.si /dokumenti/Mem orandum_on_Lifel ong_Learning.pdf
	4. *Delivering lifelong learning for knowledge, creativity and innovation* (2008). Brussels: Council of the European Union.	0	course teacher

Optional literature (at the time of submission of study programme proposal)	1. Jarvis, P. (2004), Adult education and lifelong education. (selected chapters)
Quality assurance methods that ensure the acquisition of exit competences	The quality of the course and acquisition of exit competencies is monitored by the student annual evaluation, exam success, the periodic independent external evaluation of the program and the periodic internal evaluation of the annual syllabus and examination procedures
Other (as the proposer wishes to add)	-

NAME OF THE COURSE	Understanding the Childhood					
Code		Year of study	2.(3rd semester)			
Course teacher	Anita Mandarić Vukušić, PhD, lecturer	Credits (ECTS)	3			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			15	15	0	0
Status of the course	elective	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
Course objectives	• Interdisciplinary approach to understanding childhood; • Acquire basic-general knowledge of the history of childhood; • Understand the tradition of childhood in the Republic of Croatia and other cultures; • Identify and analyze the importance of different scientific perspectives of childhood phenomena and analyze the psychological implications on the quality of childhood; • Identify and evaluate various factors in the design of childhood quality (parents, teachers, psychologists, society, media); • Successfully communicate orally and in writing, and present own seminars; • Develop the skills of using information from different sources and use them in practical purposes; • Train students for teamwork.					
Course enrolment requirements and entry competences required for the course	Speaking and writing fluency in English					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	At the end of this course students will be able to: 1. Interpret and critically reflect basic theoretical definitions and scientific foundation of childhood phenomena; 2. Analyze and explain different perspectives of childhood with special emphasis on psychological perspective; 3. To evaluate the role of adults in the construction of childhood quality (family, institutional and social context); 4. Analyze childhood in the context of contemporary theories.					
Course content broken down in detail by weekly class schedule (syllabus)	The course includes the following contents: 1. Different approaches to childhood study (2L+2S) 2. Childhood through different historical epochs (2L+2S) 3. History and tradition of childhood in some countries and the Republic of Croatia (2L+2S) 4. Child's rights as a factor of change in understanding the childhood (2L+2S) 5. Sociocultural childhood construction (1L+1S) 6. Changes in family structure, priorities and parental behaviour as factors of new childhood (2L+2S) 7. The quality of leisure time and child play as the main determinant of childhood (1L+1S) 8. Promoting a desirable image of a child in different cultures (1L+1S) 9. Common and uncommon behaviour of children (stereotypes, expectations, wishes and real needs). (2L+2S)					

Format of instruction	☑ lectures ☑ seminars and workshops ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work	☑ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)
Student responsibilities	Regularly attend classes, actively participate in discussions, team work on the project and present it.	

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	1	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1	(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1	Project		(Other)	

Grading and evaluating student work in class and at the final exam	Students who fulfil all requirements and achieve the agreed standards (activity, assignments and project) take written exam. Those students who do not achieve, take written and oral exams.

Required literature (available in the library and via other media)	**Title**	**Number of copies in the library***	**Availability via other media**
	1. Prout, A. (2005). *The Future of Childhood. Toward The Interdisciplinary Study of Childhood.* London, New York: Routledge Falmer	0	course teacher
	2. Corsaro, A.W. (2005). *The Sociology of Childhood.* London, New Delhy: Sage.	0	course teacher
	3. Penn, H. (2008*). Understanding Early Childhood. Issues and Controversies.* Berkshire, England: Open University Press, McGraw-Hill House.	0	course teacher

Optional literature (at the time of submission of study programme proposal)	1. E. Kay M. Tisdall, John M. Davis, Alan Prout and Malcolm Hill (Eds.) (2006). *Children, Young People and Social Inclusion. Participation for what*? Bristol, UK: The Policy Press. 2. Thelen, T. and Haukanes, H. (2010). *Parenting After the Century of the Child.* ASHGATE e-BOOK, (Part II). 3. Smith, P.K. (2010). *Children and Play. Understanding Children's Worlds.* UK: Wiley-Blachwell.
Quality assurance methods that ensure the acquisition of exit competences	The quality of the course and acquisition of exit competencies is monitored by the student annual evaluation, exam success, the periodic independent external evaluation of the program and the periodic internal evaluation of the annual syllabus and examination procedures
Other (as the proposer wishes to add)	* Literature is in the process of being acquired for the library; currently available from course teacher

NAME OF THE COURSE	Social Psychology		
Code		Year of study	2. (4th semester)

Course teacher	Darko Hren, PhD, associate professor	Credits (ECTS)	4			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			30	15		
Status of the course	mandatory	Percentage of application of e-learning	up to 30%			

COURSE DESCRIPTION	
Course objectives	The goal of the course is to familiarize students with fundamental concepts, theories, and research in the field of social psychology and enable them to use the obtained knowledge in thinking about everyday life, professional, and scientific work.
Course enrolment requirements and entry competences required for the course	Speaking and writing fluency in English
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After the course, students will be able to: 1. Critically understand and assess main research methods in social psychology; 2. Describe, explain, and evaluate research in core areas of social psychology; 3. Recognize, analyse, and critically assess psychological, societal, cultural and other influences on diversity of individuals and groups; 4. Apply psychological concepts, theories, and research to everyday life situations.
Course content broken down in detail by weekly class schedule (syllabus)	1. Introduction to social psychology (2L+1S) 2. Research methods in social psychology (2L+1S) 3. The social self (2L+1S) 4. Social cognition (4L+2S) 5. Social attribution (4L+2S) 6. Emotion (2L+1S) 7. Attitudes, behavior, and rationalization (2L+1S) 8. Persuasion (2L+1S) 9. Social influence (2L+1S) 10. Relationships and interpersonal attraction (2L+1S) 11. Stereotypes and prejudice (2L+1S) 12. Groups (2L+1S) 13. Altruism and coooperation (2L+1S)
Format of instruction	☒ lectures ☒ seminars and workshops ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work	☐ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)
Student responsibilities	Class attendance, active class participation, preparation and presentation of the seminar, tests, oral exam.	

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of*	Class attendance	1.5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0.5	(Other)	

ECTS credits is equal to the ECTS value of the course)	Tests	1.5	Oral exam	0.5	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Final grade is formed based on regular evaluation of participation and work in the classroom (20%), seminar (20%), tests/written exam (40%) and oral exam (20%).					

Required literature (available in the library and via other media)	Title	Number of copies in the library*	Availability via other media
	1. Gilovich, T., Keltner, D., Chen, S., Nisbett, R.E. (2016). *Social Psychology* (4th Ed.). New York: Norton.	0	course teacher
Optional literature (at the time of submission of study programme proposal)	Classic and recent research papers in the area of social psychology		
Quality assurance methods that ensure the acquisition of exit competences	The quality of the course and acquisition of exit competencies is monitored by the student annual evaluation, exam success, the periodic independent external evaluation of the program and the periodic internal evaluation of the annual syllabus and examination procedures		
Other (as the proposer wishes to add)	* Literature is in the process of being acquired for the library; currently available from course teacher		

NAME OF THE COURSE	Psychopathology				
Code		Year of study	2.(4th semester)		
Course teacher	Tomislav Franić, MD, PhD, assistant professor	Credits (ECTS)	4		
Associate teachers	Nikolina Vrljičak Davidović, mag. psych	Type of instruction (number of hours)	L	S	E	F
			25	16	16	0
Status of the course	mandatory	Percentage of application of e-learning	0%		

COURSE DESCRIPTION	
Course objectives	The aim of the course is to acquire competences for detecting pathological disorders and phenomena in psychic functioning, acquiring knowledge of basic, general psychopathological phenomena with the aim of developing ways of thinking and mastering the skills of recognizing them. The primary goal is recognising, critical thinking, and ability to classify psychopathological phenomena in different psychopathological symptoms, syndromes and disorders. The secondary goal is to prepare students for mastering the knowledge and skills foreseen in the further program in the range of different areas of special psychopathology.
Course enrolment requirements and entry competences required for the course	Speaking and writing fluency in English
Learning outcomes expected at the level of the course	1. To define the terms and area of psychopathology in relation to psychiatry, psychology and related disciplines.

(4 to 10 learning outcomes)	2. To differentiate criteria for defining normal / adaptive and abnormal / nonadaptive mental functioning and behaviours 3. To acquire knowledge about main psychic functions 4. To identify pathological chnages in major mental functions 5. To explain basic etiologic interpretations of psychopathological phenomena 6. To connect symptoms with the most significant psychiatric entities (disorders / illnesses) 7. To describe the epidemiological characteristics of the disorders

Course content broken down in detail by weekly class schedule (syllabus)	1. Introduction to Psychopathology: Psychiatry, Psychopathology, Psychology - Definition, Terminology and Interrelation (2L)
	2. The history of psychopathology, the difference "normal - pathological" in the psychological functioning of man (2L)
	3. Theoretical models of psychopathology and personology:
	    a. Sigmund Freud
	    b. Erik Erikson
	    c. Psychodynamic and psychologically derived model (2L)
	4. Psychopathology through the evolution of society and the evolution of an individual (2L)
	5. Classification systems and psychopathology (2L)
	6. Method of determining psychopathological phenomena (conducting the first interview, anamnestic and collecting hetero-anamnestic data) (1L+1S+1E)
	7. Disturbances of consciousness and orientation (1L+1S+1E)
	8. Psychomotor Disorders and Appearance (1L+1S+1E)
	9. Formal and Disorders of Thoughts Content (1L+1S+1E)
	10. Affective Disorders and Disorders of the Volition (1L+1S+1E)
	11. Memory, Intelligence, Observation and Attention Disorders (1L+1S+1E)
	12. Drive disorders and social function disorders (1L+1S+1E)
	13. Disorders of experiencing one's own personality (1L+1S+1E)
	14. Anxiety(1L+1S+1E)
	15. Mood (1L+1S+1E)
	16. Psychosis (1L+1S+1E)
	17. Behavioural Syndromes Associated with Physiological Disorders (1L+1S+1E)
	18. Somatic-conditioned psychopathological symptoms and syndromes (1L+1S+1E)
	19. Addictions (1L+1S+1E)
	20. Intellectual Disabilities (1L+1S+1E)
	21. Ethics and psychopathology(1L+1S+1E)

Format of instruction	☒ lectures ☒ seminars and workshops ☒ exercises ☐ *on line* in entirety ☒ partial e-learning ☐ field work	☒ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)
Student responsibilities	Class attendance, active participation, seminar work, written and oral exam.	

Screening student work *(name the proportion of ECTS credits for each*	Class attendance	1.5	Research		Practical training	
	Experimental work		Report		(Other)	

activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Essay		Seminar essay	0.75	(Other)	
	Tests		Oral exam	0.25	(Other)	
	Written exam	1.5	Project		(Other)	

Grading and evaluating student work in class and at the final exam	Obligatory regular attendance of lectures (35%) is a condition for access to a written exam (35%). The passing criteria on the written part according to the norms of the study, after which the student accesses the verbal part of the exam (10%) to get the final grade. Seminar work – 20% of the final grade.		
Required literature (available in the library and via other media)	**Title**	**Number of copies in the library**	**Availability via other media**
	1. Kaplan and Sadock's Synopsis of Psychiatry: Behavioral Sciences/Clinical Psychiatry, 10th edition; By Benjamin James Sadock, MD and Virginia Alcott Sadock, MD. Published by Lippincott Williams and Wilkins and Wolter Kluwer Health, Philadelphia	1	course teacher
Optional literature (at the time of submission of study programme proposal)			
Quality assurance methods that ensure the acquisition of exit competences	The quality of the course and acquisition of exit competencies is monitored by the student annual evaluation, exam success, the periodic independent external evaluation of the program and the periodic internal evaluation of the annual syllabus and examination procedures		
Other (as the proposer wishes to add)	It is important to take individual student motivation into consideration and to allow discussion on this topic. Enable students to share their knowledge and attitudes, compare them and confront them, improving their motivation for listening and learning		

NAME OF THE COURSE	Anthropology					
Code		Year of study	2.(4th semester)			
Course teacher	Lynette Šikić-Mićanović, PhD	Credits (ECTS)	4			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			30	10		5
Status of the course	mandatory	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
Course objectives	This course offers an opportunity for students to explore and understand humankind in all its diversity through the comparative study of human societies. It aims to help students develop a sound knowledge and a critical understanding of Social Anthropology. This course introduces a variety of key anthropological themes, concepts and ongoing questions of anthropological inquiry that remain crucial to our understanding of contemporary culture and society.					
Course enrolment requirements and entry competences	Speaking and writing fluency in English					

required for the course	
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: 1. Gain an overview of the key fields of research in social anthropology 2. Gain an overview of the main methods and issues of anthropological research 3. Think anthropologically: making the strange familiar and the familiar strange 4. Draw out contrasts and similarities between their own and other societies 5. Demonstrate and understand cultural difference and diversity 6. Develop the capacity to recognize preconceptions and assumptions of their own social and cultural environments 7. Develop and apply critical thinking skills and reflexive knowledge
Course content broken down in detail by weekly class schedule (syllabus)	**Lectures** | Week	Theme
1	Introduction to Anthropology / Key Concepts
2	History and Theories
3	Anthropological Methods / Ethnographic Fieldwork
4	Anthropological Methods / Ethnographic Fieldwork
5	Social Identity and Groups
6	Family and Kinship
7	Exchange and Consumption
8	Gender and Age
9	Caste and Class
10	Ethnicity and Minorities
11	Politics and Power
12	Religion and Ritual
13	Global Local and Glocal
14	Engaged Anthropology
15	Concluding lecture / Synthesis of course | The first test is in the 7th week and 2nd is in the 14th week **Seminars and fieldwork** | Week	Theme
1	Introduction to Seminars and Fieldwork
2	Thinking anthropologically
3	Reflexivity Exercise
4	Ethnographic Fieldwork
5	Participant Observation Exercise
6	Social Organisation
7	Ethnographic Exercise
8	Economic Systems
9	Markers of Difference
10	Markers of Difference: Ethnographic film
11	Law and Politics
12	Religion, Magic and World View
13	Globalisation
14	Public Anthropology
15	Evaluation of seminars and fieldwork experiences / Group discussion	

Format of instruction	☒ lectures ☒ seminars and workshops ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☒ field work	☐ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)			
Student responsibilities	Regular class and seminar attendance as well as participation in fieldwork exercises Reading of required and (optional) texts for each lecture/seminar/fieldwork exercise. Group discussions of particular themes. Completion of two tests, seminar essay, fieldwork written exercise, as well as final written and oral exam				
Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	0.2	Research		Practical training	
	Experimental work		Report		Fieldwork written exercise (Other)	0.6
	Essay		Seminar essay	0.8	(Other)	
	Tests	1.2	Oral exam	0.6	(Other)	
	Written exam	0.6	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Class activities (70%) Class attendance 5% Seminar essay 20% Fieldwork written exercise 15% 1st test 15% 2nd test 15% Final exam (30%) Written exam 15% Oral exam 15%				

	Title	Number of copies in the library	Availability via other media
Required literature (available in the library and via other media)	1. Eriksen, Thomas Hylland (2015) *Small Places, Large Issues: An Introduction to Social and Cultural Anthropology* (4th edition). London: Pluto Press.	0	PDF version of 2nd edition (2001) online
	2. Eriksen, Thomas Hylland (2017) *What is Anthropology*? (2nd edition). London: Pluto Press.	0	PDF version of 1st edition (2004) online
	3. Bernard, H. Russell (2006) *Research Methods in Anthropology: Qualitative and Quantitative Approaches*, (4th edition). Lanham, MD: AltaMira Press.	0	PDF version online
	4. Cheater, Angela P (2005) *Social Anthropology: An Alternative Introduction*, (3rd edition) London: Routledge.	0	PDF version online

	5. Rapport, Nigel and Joanna Overing (2003) *Social and Cultural Anthropology. The Key Concepts*. Routledge Key Guides. London: Routledge.	0	PDF version online
	6. Kuper, Adam (2014) *Anthropology and anthropologists: the British School in the twentieth century.* (Fourth edition) London: Routledge.	0	PDF version online
	7. Eller, Jack David (2009) *Cultural anthropology: Global forces, local lives*. New York: Routledge.	0	PDF version online
	8. Spradley, James P. and David W. McCurdy, (2012) *Conformity and Conflict: Conformity and Conflict: Readings in Cultural Anthropology.* Boston: Pearson.	0	PDF version online
Optional literature (at the time of submission of study programme proposal)	**N.B. All optional literature is available as a PDF version online** 1. Eriksen, Thomas Hylland and Nielsen, Finn Sievert (2013) *A History of Anthropology.* London: Pluto Press. 2. Gaillard, Gérald trans by James Bowman (2004) *The Routledge dictionary of anthropologists*. London; New York: Routledge. 3. De Neve, Geert and Unnithan-Kumar, Maya (2006) *Critical Journeys: The Making of Anthropologists*. Aldershot: Ashgate. 4. Jupp, Victor (Ed.) (2006) *The SAGE dictionary of social research methods*. London: SAGE. 5. Coleman, Simon and Collins, Peter (Eds) (2006) *Locating the Field: Space, Place and Context in Anthropology.* Oxford and New York: Berg. 6. Robert Gordon Robert., Lyons, Andrew P. and Harriet D. Lyons (2011) *Fifty Key Anthropologists.* London and New York: Routledge. 7. Ingold, Tim (ed.) (2003) *Companion Encyclopedia of Anthropology*. London: Routledge. 8. Eriksen, Thomas Hylland (2006). *Engaging Anthropology: The Case for a Public Presence.* Oxford: Berg. 9. Davies, James and Spencer, Dimitrina (eds.) (2010) *Emotions in the Field: the anthropology and psychology of fieldwork experience*. Palo Alto: Stanford University. 10. Strang, Veronica (2009) *What anthropologists do?* New York: Berg.		
Quality assurance methods that ensure the acquisition of exit competences	The quality of the course and acquisition of exit competencies is monitored by the student annual evaluation, exam success, the periodic independent external evaluation of the program and the periodic internal evaluation of the annual syllabus and examination procedures		
Other (as the proposer wishes to add)			

NAME OF THE COURSE	**Qualitative Resarch Designs**		
Code		Year of study	2. (4th semester)

Course teacher	Darko Hren, PhD, associate professor	Credits (ECTS)	4			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			15	0	30	0
Status of the course	mandatory	Percentage of application of e-learning	up to 30%			

COURSE DESCRIPTION	
Course objectives	The aim of the course is to familiarize students with most common qualitative approaches in psychology and enable them to plan and conduct a small qualitative study.
Course enrolment requirements and entry competences required for the course	Speaking and writing fluency in English
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After the course students will be able to: 1. Explain basic tenets of main qualitative approaches in psychology; 2. Compare qualitative and quantitative approaches; 3. Compare most common qualitative approaches in psychological research; 4. Independently plan and conduct a small qualitative study
Course content broken down in detail by weekly class schedule (syllabus)	1. Basics of qualitative research (1L) 2. Common qualitative approaches in psychology - grounded theory, interpretative phenomenological analysis, hematic analysis (2L+2E) 3. Planning a qualitative study (2L+2V) 4. Collecting qualitative data: Interviews (1L+3E) 5. Collecting qualitative data: Focus groups (1L+3E) 6. Collecting qualitative data: Textual data and secondary sources (1L+3E) 7. Analysing qualitative data: Transcription (1L+3E) 8. Analysing qualitative data: Coding (2L+6E) 9. Analysing qualitative data: Finding patterns in the data (1L+3E) 10. Analysing qualitative data: Interpretation and organization of higher order concepts from the patterns in the data (1L+3E) 11. Trustworthiness of qualitative research (2L+2E)
Format of instruction	☒ lectures ☐ seminars and workshops ☒ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work ☒ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)
Student responsibilities	Class attendance, active class participation, preparation of the independent assignments, tests.

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	1.5	Research	1.5	Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests	1	Oral exam		(Other)	
	Written exam		Project		(Other)	

Grading and evaluating student work in class and at the final exam	Final grade is formed based on regular evaluation of participation and work in the classroom (20%), independent assignments (40%), and tests/written exam (40%).		
Required literature (available in the library and via other media)	**Title**	**Number of copies in the library***	**Availability via other media**
	1. Braun, V. & Clarke V. (2013). *Successful Qualitative research: A Practical Guide for Beginners*. London: SAGE.	0	course teacher
	2. Willig, C. (2008). *Introducing Qualitative Research in Psychology*. Maidenhead, UK: McGraw Hill	0	course teacher
Optional literature (at the time of submission of study programme proposal)	Relevant research papers from recent periodicals.		
Quality assurance methods that ensure the acquisition of exit competences	The quality of the course and acquisition of exit competencies is monitored by the student annual evaluation, exam success, the periodic independent external evaluation of the program and the periodic internal evaluation of the annual syllabus and examination procedures		
Other (as the proposer wishes to add)	* Literature is in the process of being acquired for the library; currently available from course teacher		

NAME OF THE COURSE	Basics of Psychometrics				
Code		Year of study	2.(4th semester)		
Course teacher	Ana Proroković, PhD, full professor	Credits (ECTS)	5		
Associate teachers	Ana Šimunić, PhD, assistant professor	Type of instruction (number of hours)	L	S	E	F
			30	15	15	0
Status of the course	mandatory	Percentage of application of e-learning	0%		
COURSE DESCRIPTION					
Course objectives	Identify the basic metric characteristics of measuring instruments and properly evaluate, interpret and quantify them according to their basic purpose (research, diagnostic, prognostic).				
Course enrolment requirements and entry competences required for the course	Speaking and writing fluency in English; passed exams in *Introduction to Research Methods, Statistica I, Statistica II, Quantitative Research Designs, Applied Research Methods I*				
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After completing this course, the student should: 1. Know the basic problems of psychological measurements 2. Identify and correctly interpret the basic metric characteristics of measuring instruments 3. Apply appropriate transformational procedures to form psychological measurement results				

	4. Evaluate, calculate and interpret different types of reliability of the measuring instrument 5. Evaluate, calculate and interpret different aspects of sensitivity of the measuring instrument 6. Adequately construct a new psychological measuring instrument or adapt existing ones 7. Evaluate and interpret the criterion validity of the measuring instrument 8. Evaluate and interpret the content validity of the measuring instrument 9. Evaluate and interpret the construct validity of the measuring instrument 10. Properly manipulate statistical data and use adequate techniques to evaluate the objectivity, reliability, sensitivity and validity of the measuring instrument using the statistical program.
Course content broken down in detail by weekly class schedule (syllabus)	Suggested topics and related learning outcomes will be achieved by applying different teaching methods (lectures, excercises, and independent assignments): 1. Introduction to the course goal, basic terminology, method of work and knowledge assessment, literature 2. Psychological measurement, definitions and classifications, basic concepts, measurements scales, characteristics of measurement data 3. Introduction to test theory, types of tests and application areas, composite tests, linear model of measurement, basic metric characteristics 4. The emergence and development of psychological tests, historical review, classical measurement theory and other models 5. Introduction to reliability theory, concept of parallel tests, reliability determinants 6. Empirical methods for determining reliability 7. Objectivity and standardizations, sensitivity of measurement instruments 8. Forming test results, response bias 9. Construction of measuring instruments 10. Introduction to the validity of measurement instruments, criterion validity and regression analysis 11. Content and construct validity, theoretical basis of factor analysis 12. Factor analysis (Models, Selection Criteria, Interpretation) 13. Psychological profiles and decision-making theory in professional selection 14. Introduction to selected multivariate analyzes
Format of instruction	☒ lectures ☒ seminars and workshops ☒ exercises ☐ *on line* in entirety ☐ partial e-learning ☒ field work ☒ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)
Student responsibilities	Class atendance

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance		Research	1	Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1	(Other)	
	Tests	1	Oral exam	1	(Other)	
	Written exam	1	Project		(Other)	

Grading and evaluating student work in class and at the final exam	The right to signature is obtained by a student who regularly attended the excercises (may be absent from 30% of the exercise), which scored 60% or greater on average on both colloquia*, and who has done the given independent excercises in a timely manner. Percentage (from – to) / Grade <60% / insufficient (1) 60%-69% / sufficient (2) 70%-79% / good (3) 80%-89% / very good (4) 90%-100% / excellent (5) Average success in colloquia or success on the written part of the exam (60% of the total grade) Success on oral exam (30%) Knowledge of supplemental literature content (10%)		

Required literature (available in the library and via other media)	**Title**	**Number of copies in the library**	**Availability via other media**
	1. Furr, M. & Bacharach, V.R. (2013). *Psychometrics – An Introduction*, SAGE Publications, Inc; 2 edition	0	web

Optional literature (at the time of submission of study programme proposal)	1. Nunnally, J.C., Bernstein, I.H. (1994). *Psychometric theory*. New York: McGraw-Hill.
Quality assurance methods that ensure the acquisition of exit competences	The quality of the course and acquisition of exit competencies is monitored by the student annual evaluation, exam success, the periodic independent external evaluation of the program and the periodic internal evaluation of the annual syllabus and examination procedures
Other (as the proposer wishes to add)	* Writing the Colloquia is mandatory and cannot be compensated in other ways If the student is dissatisfied with the achieved grade, it can be increased only on the repeated written part of the exam (within the allowed 4 test terms)

NAME OF THE COURSE		Applied Research Methods II				
Code		Year of study	2. (4. semester)			
Course teacher	Goran Kardum, PhD, full professor	Credits (ECTS)	4			
Associate teachers	Bruno Barać	Type of instruction (number of hours)	L	S	E	F
			0	0	45	0
Status of the course	mandatory	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
Course objectives	Main objective of this course is to improve the competencies acquired in the course "Applied Research Methods I". The objective is to further develop competencies in experimental methodology, which include the ability to make a research proposal, select the variables, define and operationalise the aims of the research, select and test relevant hypothesis, apply the relevant statistical methods for data analysis and					

	write a report explaining the results. These competencies are developed through active participation of students in the conduction and the writing of the research mainly in the area of the cognitive psychology, motivation, emotion and psychology of personality.
Course enrolment requirements and entry competences required for the course	Speaking and writing fluency in English; passed exams in *Statistics I, Statistics II* and *Applied Research Methods I*
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After the completion of the course, students will be able to: 1. Independently search the relevant literature to make a research proposal 2. Make an elaborate research proposal 3. Select appropriate techniques, samples and data analysis methods 4. Use more demanding analyses methods 5. Explain the results using relevant scientific literature 6. Write a more demanding scientific report
Course content broken down in detail by weekly class schedule (syllabus)	1. Relationship between intrinsic and extrinsic components of academic motivation in the context of the self-determination theory (5E) 2. Universal emotion recognition from different cultures (5E) 3. The effect of mnemonics on memory (5E) 4. The relationship between personality traits, coping strategies, leisure activities and musical genre preferences (5E) 5. IQ test performance and creativity (5E) 6. Creativity and motivation (5E) 7. Empathy, prosocial behaviour and theory of mind (5E) 8. Efficacy of subliminal messages (5E) 9. Sex and the understanding of others` emotional states (5E)

Format of instruction	☐ lectures ☐ seminars and workshops ☒ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work	☒ independent assignments ☐ multimedia ☒ laboratory ☐ work with mentor ☐ (other)

Student responsibilities	Student responsibilities include regular attendance, participation in the exercises and the writing of the scientific reports.

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	1	Research		Practical training	3
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam		Project		(Other)	

Grading and evaluating student work in class and at the final exam	Every written scientific report is graded with the grade between 1 and 5, 1 being the lowest and 5 the highest grade. Final grade is calculated as a mean of every written and graded scientific report. Mandatory requirements to successfully pass this course and be graded positively are to obtain an average grade of at least 2, to participate in the exercises, and to attend the exercises regularly. Students may be absent from

	Title	Number of copies in the library*	Availability via other media
	one exercise (which includes not writing the corresponding scientific report), and still be able to get the signature required to pass the exam.		

	Title	Number of copies in the library*	Availability via other media
Required literature (available in the library and via other media)	Students choose the literature from the recent publications (journals) depending on research proposal.		
	1. Baddeley, A.D. (1999). *Essentials of Human Memory, 1st Edition.* London: Psychology Press	0	course teacher
	2. Mayne, T.J. and Bonanno, G.A. (2001*). Emotions: Current Issues and Future Directions.* New York: Guilford Press	0	course teacher
	3. Feldman Barrett, L., Lewis, M. and Haviland-Jones, J.M. (2018). *Handbook of emotions.4th edition.* New York: Guilford Press	0	course teacher
	4. Shiraev, E. (2017). *Personality Theories: A Global View.* London: SAGE Publications Ltd.	0	course teacher
	5. Schwartz, B.L. (2018). *Memory: Foundations and Applications.* London: SAGE Publications Ltd.	0	course teacher
	6. Haslam, N., Smillie, L. and Song, J. (2017). *An Introduction to Personality, Individual Differences and Intelligence, 2nd edition.* London: SAGE Publications Ltd.	0	course teacher
	7. Deckers, L. (2018). *Motivation: Biological, Psychological, and Environmental. 5th edition.* Oxford: Routledge. Taylor & Francis Group.	0	course teacher
Optional literature (at the time of submission of study programme proposal)	1. Nestor, P.G. and Schutt, R.K. (2018). *Research Methods in Psychology: Investigating Human Behavior. 3rd edition.* London: SAGE Publications Ltd. 2. Privitera, G.J., Lee Sotak, K. and Lei, Y. (2018). *Essential Statistical Analysis "In Focus": Alternate Guides for R, SAS, and Stata for Essential Statistics for the Behavioral Sciences. 2nd edition.* London: SAGE Publications Ltd.		
Quality assurance methods that ensure the acquisition of exit competences	The quality of the course and acquisition of exit competencies is monitored by the student annual evaluation, exam success, the periodic independent external evaluation of the program and the periodic internal evaluation of the annual syllabus and examination procedures		
Other (as the proposer wishes to add)	* Literature is in the process of being acquired for the library; currently available from course teacher		

NAME OF THE COURSE	Psychology of Religion		
Code		Year of study	2. (4. semester)
Course teacher	Goran Kardum, PhD, full professor	Credits (ECTS)	4

Associate teachers		Type of instruction (number of hours)		L	S	E	F
				15	15	0	0
Status of the course	elective	Percentage of application of e-learning	0%				

COURSE DESCRIPTION	
Course objectives	To introduce students to the specific areas of psychology of religion with an emphasis on critical thinking about the relation between psychology and religion, and the complex relations among different experiences of religion and behaviour.
Course enrolment requirements and entry competences required for the course	Speaking and writing fluency in English
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon completion of the course, students will be able to: 1. Explain the importance of religion and spirituality in the context of nurture, education, research and counselling 2. Analysis of the relation between psychological dimensions (cognition, motivation, personality) and religion/spirituality 3. Explain healthy and mature elements of religion and spirituality in the context of psychological counselling 4. Evaluation of research in the field of psychology of religion and spirituality
Course content broken down in detail by weekly class schedule (syllabus)	1. Religion in psychological perspective. Dimensions of religion/spirituality. Psychological correlates of beliefs. (2L+1S) 2. Psychological Theories on religion and spirituality. Religion orientation and motivation. (1L+1S) 3. Religion phenomenon and neuroscience. (1L+1S) 4. Religion in the person. Psychology of personality and religion behaviour. (1L+1S) 5. Developmental psychology in the context of religion. (1L+1S) 6. Religion of children and adolescents. (1L+1S) 7. Pre-exam I (1S) 8. Religion and health, psychological well-being. (1L+1S) 9. Psychological coping with stressful events and spirituality. (1L+1S) 10. Psychological dimensions of repentance, forgiveness and confession. (1L+1S) 11. Psychological dimensions of sins and sacrifice. (1L+1S) 12. The role of religion behaviour in the context of counselling. (1L+1S) 13. Healthy and unhealthy religiosity. Maturity and immaturity mechanisms. (1L+1S) 14. Religion, conversion and spirituality transformation. (1L+1S) 15. Pre-exam II (1S)
Format of instruction	☒ lectures ☒ seminars and workshops ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work ☒ independent assignments ☐ multimedia ☒ laboratory ☐ work with mentor ☐ (other)
Student responsibilities	Course attendance, seminar paper, exam(s)

Screening student work (name the	Class attendance	1	Research		Practical training	

proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Experimental work		Report		(Other)	
	Essay		Seminar essay	1	(Other)	
	Tests	1	Oral exam		(Other)	
	Written exam		Project		(Other)	

Grading and evaluating student work in class and at the final exam	Course attendance, seminar paper, exam(s)		
Required literature (available in the library and via other media)	**Title**	**Number of copies in the library***	**Availability via other media**
	1. Paloutzian, R. F. (2017). *Invitation to the psychology of religion*. New York: The Guilford Press.	0	course teacher
	2. Spilka, B., Hood, R. W. Jr. & Gorsuch, R. L. (2009). *The psychology of religion: An empirical approach (Fourth Edition)*. Englewood Cliffs, N. J.: Prentice-Hall.	0	course teacher
	3. Handouts, Scientific articles – online databases		
Optional literature (at the time of submission of study programme proposal)	1. Volney P. Gay, Michael B., Stephan Carlson (Contributor), Tom Gregor (Contributor), Gary Jensen (Contributor), Alicia Juarrero (Contributor), John McCarthy (Contributor), Jeff Schall (Contributor), Edward Slingerland (Contributor). (2009). *Neuroscience and Religion: Brain, Mind, Self, and Soul*. Lexington Books: Plymouth. 2. Hill, P. C., & Hood, R. W., Jr. (Eds.). (1999). *Measures of religiosity*. Birmingham, AL: Religious Education Press. 3. Koenig, H., King, D., Carson, V.B. (2012). *Handbook of religion and health*. Oxford University Press, Inc. New York. 4. Paloutzian, R. F., Park, C. L. (2005). *Handbook of the Psychology of Religion and Spirituality*. The Guilford Press; New York.		
Quality assurance methods that ensure the acquisition of exit competences	The quality of the course and acquisition of exit competencies is monitored by the student annual evaluation, exam success, the periodic independent external evaluation of the program and the periodic internal evaluation of the annual syllabus and examination procedures		
Other (as the proposer wishes to add)	* Literature is in the process of being acquired for the library; currently available from course teacher		

NAME OF THE COURSE	Psychology of Music					
Code		Year of study	2. (semester 4)			
Course teacher	Snježana Dobrota, PhD, associate professor	Credits (ECTS)	3			
Associate teachers	Ina Reić Ercegovac, PhD, associate professor	Type of instruction (number of hours)	L	S	E	F
			15	15	0	0

Status of the course	elective	Percentage of application of e-learning	0%

COURSE DESCRIPTION				

Course objectives	To introduce students to the field of psychology of music – musical taste, musical preferences, development of musical abilities and music influences on people. Student will learn about the relationship between music (listening, creating, preforming) and well-being (cognitive, affective and others) and develop competencies for conducting research in the field of psychology of music.
Course enrolment requirements and entry competences required for the course	Speaking and writing fluency in English
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon completion of the course, students will be able to: 1. Explain different roles of music in peoples' lives 2. Analyse determinants of musical taste and musical preferences 3. Explain the role of music in cognitive functioning in children and adults 4. Explain the role of music in mood regulation and affectivity 5. Explain the development of musical abilities 6. Detect actual research issues in the field of psychology of music 7. Plan and conduct a research in the field of psychology of music
Course content broken down in detail by weekly class schedule (syllabus)	Lectures: 1. The role of music in life of an individual (cognitive, affective and social aspect) (2L) 2. Development of musical abilities from infancy to adulthood (2L) 3. The concept of musical preferences and musical taste; theoretical models (3L) 4. The effects of music on cognitive activities (attention, memory, learning, work efficiency) (2L) 5. The effects of music on affective states and mood (2L) 6. The role of music in forming identity during adolescence (1L) 7. The relationship between music, health and life quality: therapeutical and rehabilitation approach based on music experience (2L) 8. Music as means for health promotion; evaluation of music therapies and rehabilitation (1L) Within the seminar, students will present recent research in the field of psychology of music and make research design for conducting a research in the field of psychology of music.
Format of instruction	☒ lectures ☒ seminars and workshops ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work	☒ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)
Student responsibilities	Regular course attendance, active participation, presenting a seminar paper, research design and oral exam	

Screening student work (*name the proportion of ECTS credits for each activity so that the total number of ECTS credits is*	Class attendance	1	Research	0.5	Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0.5	(Other)	
	Tests		Oral exam	1	(Other)	

equal to the ECTS value of the course)	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	The final grade is a result of regular course attendance and active participation during course (20%), seminar paper presentation (20%), research design (20%) and oral exam (40%)					

Required literature (available in the library and via other media)	**Title**	**Number of copies in the library**	**Availability via other media**
	1. Hargreaves, D., & LaMont, A. (2017). *The Psychology of Musical Development.* Cambridge University Press.	0	course teacher

Optional literature (at the time of submission of study programme proposal)	1. Austin, D. (2010). The psychophysiological effects of music therapy in intensive care units. *Pediatric Nursing, 22*(3), 14-20. 2. Chamorro-Premuzic, T., & Furnham, A. (2007). Personality and music: Can traits explain how people use music in everyday life? *British Journal of Psychology, 98*, 175-185. 3. Dobrota, S., & Reić Ecegovac, I. (2014). The relationship between music preferences of different mode and tempo and personality traits – implications for music pedagogy. *Music Education Research, 17*(2), 234-247. 4. Dobrota, S., & Reić Ercegovac, I. (2016). Music preferences with regard to music education, informal influences and familiarity of music. *British Journal of Music Education*, doi: https://doi.org/10.1017/S0265051716000358, Published online: 25 October 2016, pp. 1-15. 5. Habe, K., Dobrota, S., & Reić Ercegovac, I. (2018). The Structure of Musical Preferences of Youth: Cross-cultural Perspective. *Muzikološki zbornik, 54*(1), 141-156. http://dx.doi.org/10.1037/0022-3514.84.6.1236 6. Juslin, P.N., & Sloboda, J.A. (2001). *Handbook of music and emotion: theory, research, application.* Oxford: Oxford University Press. 7. Reić Ercegovac, I., Dobrota, S., & Kuščević, D. (2015). Relationship between Music and Visual Art Preferences and Some Personality Traits. *Empirical Studies of the Arts 33*(2), 207-227. 8. Rentfrow, P.J., & Gosling, S.D. (2003). The do re mi's of everyday life: The structure and personality correlates of music preferences. Journal of *Personality and Social Psychology, 84*(6), 1236-1256. 9. Rickard, N.S., & McFerran, K. (2012). *Lifelong engagement with music: Benefits for Mental Health and Well-being* (chapters 1, 10-12). Nova Science Publishers. 10. Thompson, W.F., & Schellenberg, E.G. (2006). The Development of Musical Abilities. In: R. Colwell, *MENC Handbook of Musical Cognition and Development* (chapter 5). Oxford Scholarship Online.
Quality assurance methods that ensure the acquisition of exit competences	The quality of the course and acquisition of exit competencies is monitored by the student annual evaluation, exam success, the periodic independent external evaluation of the program and the periodic internal evaluation of the annual syllabus and examination procedures
Other (as the proposer wishes to add)	-

COURSE TITLE	**Partnership between Family and Local Community**

Code		Year of study	2.(4th semester)			
Course teacher	Maja Ljubetić. PhD, Full Professor	Credits (ECTS)	3			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			15	15	0	0
Status of the course	elective	Percentage of application of e-learning	0%			

COURSE DESCRIPTION	
Course objectives	1. Acquire basic - general knowledge in the field of study; 2. Identify, understand and take into account the peculiarities of the partnership family and the local community; 3. To enable students to adequately and timely respond to the specific needs of family members; 4. Successfully communicate orally and in writing and present their own creations; 5. Develop skills in the use of information from various sources and use them for practical purposes; 6. To enable students to work in teams
Course enrolment requirements and entry competences required for the course	Speaking and writing fluency in English
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	The student upon completion of the course be able to: 1. Correctly interpret the fundamental concepts in the field of family partnerships and community (family, institution, community, cooperation vs. partnership) 2. Analyse various theories and approaches to understanding the partnership between family and the local community 3. Develop a plan and independently perform activities aimed at strengthening the parent / teacher competence 4. Develop a specific plan and program of activities aimed at building partnerships and program of pedagogical education of parents. 5. Carry out and interpret simple research tasks in the field of family and community partnerships. 6. Self-operate an effective discussion with parents and other stakeholders of the educational process.
Course content broken down in detail by weekly class schedule (syllabus)	The course includes the following facilities: 1. The principles of the construction, maintenance and improvement of relations; (2L) 2. The expectations of parents and teachers of the partnership family - schools- local communities; (2L+2S) 3. Motivation factors O-O process for partnership; (2L+2S) 4. Quality communication; (2L+2S) 5. Involvement vs. Engagement (2L) 6. The functioning of the microsystem (family / school /) and possible ways of their cooperation, (1L+2S) 7. Types of communication with parents; (1L+2S) 8. The role of educators in pedagogical education of parents; (1L+2S) 9. Quality management (parents, children); (1L+2S) 10. Advisory work with parents (1L+1S)

Format of instruction	☑lectures ☑seminars and workshops ☐ exercises ☐*on line* in entirety ☐partial e-learning ☐field work			☑independent assignments ☐multimedia ☐laboratory ☐work with mentor ☐ (other)	
Student responsibilities	Participants are required to attend all forms of teaching and actively participate in class, which includes the performance of individual tasks, monitoring the relevant literature according to the suggestions of teachers and passing the final exam.				
Screening student work (name the *proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	0.5	Research		Practical training	0.5
	Experimental work		Report		activity	
	Essay		Seminar essay	1	(Other)	
	Tests	0.5	Oral exam		(Other)	
	Written exam	0.5	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Assessment and evaluation of students' work during the semester is done through self-assessment of students and professors, and in accordance with pre-agreed standards.				

	Title	**Number of copies in the library**	**Availability via other media**
Required literature (available in the library and via other media)	1. Benett, J., Grimley, L. K. (2001.), *Parenting in the Global Community: A Cross- Cultural International Perspective*, in: Fine, M. J., Lee, S. W. (Eds.), Handbook of Diversity in Parent Education. Accademic Press.	1	
	2. Blue-Banning, M., Summers, J.A., Frankland, H. C., Nelson, L. L., Beegle, G. (2004.), *Dimensions of family and proffesional partnerships: Constructive guidelines for collaboration*, Exceptional Children, 70, 167–184.	0	https://pdfs.semanticscholar.org/a595/3bbfb734c598ddb85022819560ba2ee4546a.pdf?_ga=2.111105477.1154339103.1578135113-148438122.1544167055
	3. Church, K. L., Dollins, C.A. (2010.)*, Parent Engagement at school.* In: Hiatt-Michel, D. B. (ed.) Promising Practices to Support Family Involvment in School. Information Age Publishing, Inc., 75–97.	1	
	4. Clarke, B. L., Sheridan, S. M., Woods, K.E. (2010.), *Elements of healthy family school relationships,* in: Christenson, S. L., Rechly, A. L. (ed.). Handbook of school – family partnership, Taylor & Francis, 61–79.	1	

Optional literature (at the time of submission of study programme proposal)	1. Christenson, S. L., Sheridan, S. M. (2001.), *Schools and families: Creating essential connections for children's learning,* New York: Guilford. 2. Dinkmeyer, D., Mc Kay, G. D., Dinkmeyer, J. S. (1989) *Parenting young children –helpful strategies based on systematic training for effective parenting (STEP).* Inc. Minnesota, American guidance service.
Quality assurance methods that ensure the acquisition of exit competences	The quality of the course and acquisition of exit competencies is monitored by the student annual evaluation, exam success, the periodic independent external evaluation of the program and the periodic internal evaluation of the annual syllabus and examination procedures
Other (as the proposer wishes to add)	-

NAME OF THE COURSE	Psychology of Sport and Exercise					
Code		Year of study	2.(4th semester)			
Course teacher	Boris Milavić, PhD, assistant professor	Credits (ECTS)	3			
Associate teachers	Doris Matošić, PhD	Type of instruction (number of hours)	L	S	E	F
			15	10	10	0
Status of the course	elective	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course objectives	This course studies physical, affective, and cognitive behaviors associated with sport participation. The course will also examine psychological theories and research related to sport and exercise behaviour. The course is designed to introduce students to the field of sport and exercise psychology by providing broader overview of major topics in the field. Also, the topics covered in this course are designed to increase students' understanding of psychological training of athletes; how psychological factors influence involvement and performance in sport, and to help students acquire skills and knowledge about sport and exercise psychology that can be applied to everyday life (academically, athletically or personally).					
Course enrolment requirements and entry competences required for the course	Speaking and writing fluency in English					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	1. Understand the effects of psychological factors on sport performance 2. Define and classify basic concepts and processes in psychology of sport and exercise 3. Distinguish different theories, classifications and taxonomies in psychology of sport and exercise 4. Connect elements of sport psychology with sport practice 5. Weigh critically the needs and requirements of modern sport with the applications of sport psychology 6. Integrate the elements of applied sport psychology for the purposes of modern sport 7. Create a Psychological Skills Training (PST) program for chosen sport					
Course content broken down in detail by weekly class schedule (syllabus)	LECTURES: 1. Introduction to Sport and Exercise Psychology 2. Personality and Sport 3. Motivation					

	4. Arousal, Stress and Anxiety 5. Feedback, Reinforcement and Intrinsic Motivation 6. Group and Team Dynamics, Group Cohesion 7. Introduction to Psychological Skills Trining 8. Arousal Regulation 9. Imagery 10. Self-Confidence 11. Goal Setting 12. Concentration 13. Exercise and Psychological Well-being 14. Athletic Injuries and Psychlogy; Burnout and Overtraining 15. Children and Sport Psychology SEMINARS 1. Overview of Interventions in Sport, Assessment, Evaluation and Counselling in Sport 2. Team Sports – Using Sport Psychology to Improve Basketball Performance 3. Team Sports – Psychological Interventions with Football (Soccer) Teams 4. Individual Sports – The Psychology of Athletics 5. Combat Sports –Application of Sport Psychology for Optimal Performance in Martial Arts 6. Water Sports – The Sport Psychology of Olympic Sailing and Windsurfing 7. Water Sports – Psychological Aspects of Rowing 8. Shooting Sports – Psychological Aspects of Archery 9. Fitness Sports – Sport Psychology in Gymnastics 10. Athlets with Disabilities – Providing Sport Psychology Support for Athlets with Disabilities EXCERCISES 1. Arousal Regulation Techniques 2. Goal Setting 3. Imagery 4. Self-talk 5. Stress Management Techniques (autigenic training and progressive relaxation) 6. Improving Self-Confidance 7. Psychological Skills Trining (PST) Programms and Plans
Format of instruction	☒ lectures ☒ seminars and workshops ☒ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work ☒ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)
Student responsibilities	- Attend classes regularly and actively participate in teaching assignments. Students will get different tasks during the teaching process. Examples of tasks: working together in a group; participating in practical exercises; writing an essay on a given topic; responding to review questions from the lecture; proposing solutions for the practical application of the acquired knowledge - Develop independent work. During the course, each student will independently make a short Psychological Skills Training (PST) program for a chosen sport; - Prepare and pass a written exam. Using the teaching materials and literature, the student will prepare the exam; - Participate in the evaluation activities of the teaching process.

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	1.5	Research		Practical training	**0.5**
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1.2	Project	0.8	(Other)	

Grading and evaluating student work in class and at the final exam	The final grade on the course is determined by the points obtained from: - Student's activity in teaching - 50% of the final grade; - Written exam - 30% of the final grade; - Independent work - 20% of the final grade. <u>Student's activity in teaching.</u> Evaluation will be held during classes. The student accomplishes an activity if the percentage of his/her undertaken activities has been successful. <u>Written exam</u> The written exam will be taken by the student at the end of the lectures. <u>Independent work</u> Student's independent work of PST (*Psychological Skills Training* for a chosen sport) will be evaluated. Based on the aforementioned, the final grade will be determined in the following manner: - grade 2 (sufficient) for achieved 51% to 60%; - grade 3 (good) for achieved 61% to 75%; - grade 4 (very good) for achieved 76% to 90%; - grade 5 (excellent) for achieved 91% to 100%.

	Title	**Number of copies in the library**	**Availability via other media**
Required literature (available in the library and via other media)	1. Weinberg, R.S., & Gould, D. (2011). *Foundations of sport and exercise psychology* (5th Ed.). Human Kinetics.	1	
	2. Dosil, J. (Ed.). (2006). *The sport psychologist's handbook: A guide for sport-specific performance encancement*. John Wiley & Sons.	0	course teacher

Optional literature (at the time of submission of study programme proposal)	1. Burton, D., & Raedeke, T.D. (2008). *Sport psychology for coaches*. Human Kinestics. 2. Karageorghis, C., & Terry, P. (2011). *Inside sport psychology*. Human Kinestics.
Quality assurance methods that ensure the acquisition of exit competences	The quality of the course and acquisition of exit competencies is monitored by the student annual evaluation, exam success, the periodic independent external evaluation of the program and the periodic internal evaluation of the annual syllabus and examination procedures
Other (as the proposer wishes to add)	-

NAME OF THE COURSE	Group Processes				
Code		Year of study	3.(5th semester)		
Course teacher	Leila Selimbegovic, PhD, associate professor	Credits (ECTS)	4		
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			30	15	0	0
Status of the course	mandatory	Percentage of application of e-learning	30%		

COURSE DESCRIPTION	
Course objectives	Acquiring a scientific understanding of group processes
Course enrolment requirements and entry competences required for the course	Speaking and writing fluency in English; good understanding of experimental psychology methods, autonomy in academic work, academic integrity and intellectual honesty, having followed an introductory course in *Social psychology*
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon completion of this course the students will be able to: 1. Identify major social psychological theories of group processes 2. Outline an experimental design with the aim of testing a specific prediction of a given theory in the domain of group processes 3. Apply the principles of the psychology of group processes to practical problems 4. Generate, graph, and contrast hypothesis derived from different theoretical frameworks of group processes 5. Summarize a scientific article in the domain of group processes 6. Analyse the extent to which a given set of findings supports a given theory 7. Outline a critique of a published article in the domain of group processes with regards to current best methodological practices
Course content broken down in detail by weekly class schedule (syllabus)	This course is unlikely to be delivered on a weekly basis, since the teacher will come from abroad (France). Therefore, it will probably be taught in two 3- or 4-day sessions. The content of the lectures is broken down below in 10 thematic sections, each of which will be treated in 3h of lectures and 1h30 of seminars (approx.). 1. How we perceive groups and what effect does that have: Social categorization Group perception, stereotypes and stigmatization, prejudice, discrimination 2. How we perceive ourselves as group members: Self-categorization Social identity, self-stereotyping, in-group identification 3. The individual within a group: Norms and attitudes Conformity, independence, and deviance; minority and majority status 4. When many become one Depersonalization, group behaviour, and crowd dynamics 5. When many feel as one Collective emotions 6. Collective choice and collective action Cohesion, trust, and solidarity 7. Working in groups Group performance, groupthink, information sharing in groups 8. When not all are equal Power and status, social comparison in intergroup contexts 9. Leadership

	Group leadership skills, group leadership styles 10. When groups get ugly Group conflict, violence, and conflict resolution
Format of instruction	☒ lectures ☒ seminars and workshops ☒ exercises ☐ *on line* in entirety ☒ partial e-learning ☐ field work ☒ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)
Student responsibilities	Attend classes, read due lectures, produce due assignments, participate in class discussions, ask questions

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*						
Class attendance		Research		Practical training	
Experimental work		Report		(Other)	
Essay	1	Seminar essay	1	(Other)	
Tests		Oral exam		(Other)	
Written exam	1	Project	1	(Other)	

Grading and evaluating student work in class and at the final exam	Essay (1ECTS): Students will suggest a solution to a practical problem based on group processes theories and empirical research findings (Learning outcome 3) – class assignment, working in groups of 3 with one written essay per group Written exam (1 ECTS): the exam will focus on Learning outcomes 1, 4, and 6, in order to assess and evaluate the understanding of group processes – final exam Seminar essay (1 ECTS): Each student will write a summary of a published article in the domain of group processes, and conclude with a critical viewpoint, addressing the limitations of the reported research (Learning outcomes 5 and 7) Project (1 ECTS): Students will elaborate an experimental design with the aim of testing a specific hypothesis derived from a theory relevant to group processes - class assignment, working in groups of 3 with one written essay per group (Learning outcome 2) A variety of informal in-class techniques will be used throughout the course to assess the degree and the progression of acquisition competencies, in addition to formal graded evaluations described above. Below are some examples of these: - "Muddiest point" activity: students anonymously report a concept or idea that was unclear. Teacher addresses it at the beginning of the next class. - Non-graded quizzes: questions provided on a Power Point presentation (and, later, answers) - Student-generated exam questions: students suggest questions for final exam Pause procedure: 2-3 minute pauses placed at logical breaks in the material during which students discuss the material and compare notes, and the teacher rotates through class to listen and answer questions if needed

Required literature (available in the	Title	Number of copies in the library	Availability via other media

library and via other media)	1. Tajfel, H., & Forgas, J. P. (2000). Social categorization: Cognitions, values and groups. In C. Stangor (Ed.), *Key readings in social psychology. Stereotypes and prejudice: Essential readings* (pp. 49-63). New York, NY, US: Psychology Press.	0	web
	2. Turner, J. C., & Reynolds, K. J. (2011). Self-categorization theory. *Handbook of theories in social psychology*, *2*(1), 399-417.	0	web
	3. Marques, J. M., & Yzerbyt, V. Y. (1988). The black sheep effect: Judgmental extremity towards ingroup members in inter-and intra-group situations. *European Journal of Social Psychology*, *18*(3), 287-292.	0	web
	4. Hogg, M. A. (2001). Social categorization, depersonalization, and group behavior. *Blackwell handbook of social psychology: Group processes*, *4*, 56-85.	0	web
	5. Von Scheve, C., & Ismer, S. (2013). Towards a theory of collective emotions. *Emotion review*, *5*(4), 406-413.	0	web
	6. Wright, S. C. (2003). Strategic collective action: Social psychology and social change. *Blackwell handbook of social psychology: Intergroup processes*, 409-430.	0	web
	7. Kerr, N. L., & Tindale, (2004) R. S. "Group performance and decision making." *Annual Review of Psychology,* 55, 623-655.	0	web
	8. Jost, J. T., & van der Toorn, J. (2011). System justification theory. *Handbook of theories of social psychology*, *2*, 313-343.	0	course teacher
	9. Hogg, M. A. (2001). A social identity theory of leadership. *Personality and social psychology review*, *5*(3), 184-200.	0	course teacher
	10. De Dreu, C. K. W. (2010) "Social conflict: The emergence and consequences of struggle and negotiation." In S. Fiske, D.T. Gilbert, and G. Lindzey (Eds.), *Handbook of social psychology*.	0	web
Optional literature (at the time of submission of study programme proposal)	1. Hogg, M. A., & Tindale, S. (Eds.). (2008). *Blackwell handbook of social psychology: Group processes*. John Wiley & Sons. 2. Sherif, M. (2015). *Group conflict and co-operation: Their social psychology*. Psychology Press. 3. von Scheve, C., & Salmella, M. (Eds.). (2014). *Collective emotions*. OUP Oxford. 4. Tajfel, H. (Ed.). (2010). *Social identity and intergroup relations*. Cambridge University Press. 5. Turner, J. C., Hogg, M. A., Oakes, P. J., Reicher, S. D., & Wetherell, M. S. (1987). *Rediscovering the social group: A self-categorization theory*. Basil Blackwell.		

Quality assurance methods that ensure the acquisition of exit competences	The quality of the course and acquisition of exit competencies is monitored by the student annual evaluation, exam success, the periodic independent external evaluation of the program and the periodic internal evaluation of the annual syllabus and examination procedures
Other (as the proposer wishes to add)	-

NAME OF THE COURSE	Clinical Psychology					
Code		Year of study	3.(5th semester)			
Course teacher	Vesna Antičević, PhD, assistant professor	Credits (ECTS)	5			
Associate teachers	Irena Mišetić, clinical psychologist	Type of instruction (number of hours)	L	S	E	F
			30	16	14	0
Status of the course	mandatory	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
Course objectives	Course objectives: - to acquire basic knowledge of clinical psychology; - to acquire the skills of applying knowledge from clinical psychology in recognizing psychological disorders and selecting appropriate psychological interventions.					
Course enrolment requirements and entry competences required for the course	Speaking and writing fluency in English					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	By the end of the course the students will be equipped with the necessary skills and knowledge to be able to: 1. Explain the similarities and differences between basic and applied psychology 2. Analyse the development and theoretical approaches of clinical psychology 3. Explain the specificity of research approaches in planning and conducting clinical scientific research Describe and select the appropriate psychological assessment methods on examples 4. Explain the advantages and limitations of existing treatment approaches in clinical psychology 5. Evaluate findings from psychology and complementary scientific disciplines in a scientific critically manner					
Course content broken down in detail by weekly class schedule (syllabus)	Lectures: 1. Defining and historical development of clinical psychology 2. Clinical psychologist's duties and team work in clinical psychology 3. Defining mental health and disease- biopsychosocial approach 4. Theoretical models in explaining human behaviour 5. Diagnostic and Classification Systems of mental disorders- advantages and limitations 6. Clinical interview 7. Neuropsychological assessment and assessment of intellectual abilities 8. Assessment of personality and behaviour 9. General issues about psychological treatments in clinical psychology 10. Psychodynamic-oriented treatments 11. Humanistic-oriented treatments 12. Evidence based psychological treatments: Behavioural treatments					

13. Evidence based psychological treatments: Cognitive treatment and Mindfulness-based treatment
14. Group and family treatments
15. Clinical psychology research

Seminars:
1. Activities and employment of a clinical psychologist
2. The pioneers in clinical psychology
3. Biopsychosocial model of mental disorders
4. Advantages and limitations of psychological testing
5. Comparison of different psychological treatments
6. Psychological treatments via the Internet
7. Influence of cultural differences in clinical psychology
8. Ethical issues in psychological evaluation, treatment and clinical research

Exercises:
1. Psychological assessment of anxiety disorders: case report
2. Psychological assessment of mood disorders: case report
3. Psychological assessment of psychotic disorders: case report
4. Psychological assessment of stress related disorders: case report
5. Psychological assessment of personality disorders: case report
6. Psychological assessment of children and adolescents: case report
7. Neuropsychological assessment of middle aged and older adults: case report

Format of instruction	☒ lectures ☒ seminars and workshops ☒ exercises ☐ *on line* in entirety ☒ partial e-learning ☐ field work	☒ independent assignments ☐ multimedia ☐ laboratory ☒ work with mentor ☐ (other)

Student responsibilities	Compulsory attendance and activity in class, seminar essays and accessing the written part of the exam.

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	0.5	Research		Practical training	0.5
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1	(Other)	
	Tests		Oral exam		(Other)	
	Written exam	3	Project		(Other)	

Grading and evaluating student work in class and at the final exam	The success of the students on the written part of the exam is valued, as well as the presence and activity of the classes.

	Title	**Number of copies in the library**	**Availability via other media**
Required literature (available in the library and via other media)	1. Pomerantz, A. M. (2017). *Clinical Psychology: Science, Practice, and Culture*. Fourth Edition. Sage Publications Inc.: Los Angeles. (selected chapters)	1	
	2. Kring, A. M., Johnson, S. L., Davison, G. C., Neale J. M. (2014). *Abnormal Psychology, Binder Ready Version: The Science and Treatment of*	0	course teacher

	Psychological Disorders. 13th Edition (selected chapters). Wiley.			
Optional literature (at the time of submission of study programme proposal)	1. Sternberg, R. J., Roediger, H. L. III., Halpern, D. F. (2007). *Critical Thinking in Psychology.* Cambridge University Press.			
Quality assurance methods that ensure the acquisition of exit competences	The quality of the course and acquisition of exit competencies is monitored by the student annual evaluation, exam success, the periodic independent external evaluation of the program and the periodic internal evaluation of the annual syllabus and examination procedures			
Other (as the proposer wishes to add)	* Literature is in the process of being acquired for the library; currently available from course teacher			

NAME OF THE COURSE	Educational psychology					
Code		Year of study	3.(5th semester)			
Course teacher	Andreja Bubić, PhD, associate professor	Credits (ECTS)	5			
Associate teachers	Bruno Barać	Type of instruction (number of hours)	L	S	E	F
			30	30	0	0
Status of the course	mandatory	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
Course objectives	The goal of this course is to familiarize students with main principles of learning and teaching processes.					
Course enrolment requirements and entry competences required for the course	Speaking and writing fluency in English					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After this course, students will be able to: 1. Define constructs such as education, memory and learning 2. Explain the main postulates of fundamental learning theories 3. Critically evaluate the shortcomings of fundamental learning theories 4. Evaluate the usefulness of learning theories in the context of learning different types of materials 5. Plan strategies for increasing learning efficacy 6. Plan the use of different teaching approaches in the classroom 7. Recognize the relevance of motivation in the educational context 8. Compare different ways of evaluating student progress					
Course content broken down in detail by weekly class schedule (syllabus)	1. Introduction to Educational psychology. (2L+2S) 2. Research methodology in Educational psychology. (4L+2S) 3. Behaviorism: Classical conditioning and operational conditioning. (2L+2S) 4. Social learning theory. (2L+2S) 5. Cognitivist approaches to learning and memory. (2L+2S) 6. Knowledge. Higher cognitive processes. Metacognition. (2L+2S) 7. Constructivism. Self-regulated learning. (2L+2S) 8. Motivation. (2L+4S) 9. Individual differences in the classroom: Abilities, personality and learning styles. (4L+4S) 10. Students with special needs. (2L+4S)					

	11. Planning and choosing teaching methods. (2L+2S) 12. Main teaching methods. (2L+2S) 13. Evaluating students' learning accomplishments. (2L+2S)				
Format of instruction	X lectures X seminars and workshops ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work		X independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)		
Student responsibilities	Students must actively participate in courses, discussions, assignments and practical work.				
Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	2	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1	(Other)	
	Tests		Oral exam		(Other)	
	Written exam	2	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Students will be graded based on their participation in the course during the course. Practical work will also be evaluated. After the course, students will be examined by the oral or writing exam.				

Required literature (available in the library and via other media)	Title	Number of copies in the library*	Availability via other media
	1. Slavin, R. E. (2006). *Educational psychology: Theory and practice*. New York: Pearson	0	course teacher

Optional literature (at the time of submission of study programme proposal)	1. Ausubel, D. P., Novak, J. D., & Hanesian, H. (1968). *Educational psychology: A cognitive view* (Vol. 6). New York: Holt, Rinehart and Winston. 2. Baddeley, A.S. (1999). *Essentials of human memory*. East Sussex: Psychology Press. 3. Eggen, P., Kauchak, D. (2001). *Educational psychology: Windows on classrooms*. Upper Saddle River, NJ: Pearson.
Quality assurance methods that ensure the acquisition of exit competences	The quality of the course and acquisition of exit competencies is monitored by the student annual evaluation, exam success, the periodic independent external evaluation of the program and the periodic internal evaluation of the annual syllabus and examination procedures
Other (as the proposer wishes to add)	* Literature is in the process of being acquired for the library; currently available from course teacher

NAME OF THE COURSE	Work and Organizational Psychology					
Code		Year of study	3.(5th semester)			
Course teacher	Zoran Sušanj, PhD, full professor	Credits (ECTS)	5			
Associate teachers	mag. psych. Ana Đorić	Type of instruction (number of hours)	L	S	E	F
			30	30	0	0

Status of the course	mandatory	Percentage of application of e-learning	20%
COURSE DESCRIPTION			

Course objectives	Introduce students with the basics of work and organizational psychology - applied discipline that deals with studying and changing individual, group and organizational behaviour.
Course enrolment requirements and entry competences required for the course	Speaking and writing fluency in English
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After completion of the course, students will be able to: 1. Link individual characteristics of the organizational members with the features of the working environment to adjust and enhance the individual's performance, 2. Develop programs to increase group efficiency and leadership in smaller organizational units, 3. Analyse structure, climate and culture of the organization and plan organizational change interventions, 4. Apply contemporary knowledge of work and organizational psychology in selection and development of employees in organizations.
Course content broken down in detail by weekly class schedule (syllabus)	1. Introduction and history of the field of work and organizational psychology (2L+2S) 2. Changes in the world of work: jobs, organizations and their demands (2L+2S) 3. Adapting the work to people: workplace design (2L+2S) 4. Individual differences and work behavior: personality traits and cognitive abilities (2L+2S) 5. Motivation and work behavior: theoretical approaches and application in practice (2L+2S) 6. Job performance and unproductive behaviour (2L+2S) 7. Attitudes towards work and organization, work engagement and psychological empowerment (2L+2S) 8. Workplace stress: causes, symptoms, effects and prevention (2L+2S) 9. Definitions and theories of leadership, development of managerial competences (2L+2S) 10. Team work: development and features of a successful team (2L+2S) 11. Organizational structure and design (2L+2S) 12. Organizational climate and culture (2L+2S) 13. Organizational change and development: diagnostics and interventions (2L+2S) 14. Organizational performance: theory and practice (2L+2S) 15. Work and organizational psychology in practice: competences of a psychologist (2L+2S)
Format of instruction	☒ lectures ☒ seminars and workshops ☐ exercises ☐ *on line* in entirety ☒ partial e-learning ☐ field work ☒ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)
Student responsibilities	Students are obligated to attend classes (70%), present seminar work, pass written exam and oral exam.

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance		Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	2	(Other)	
	Tests		Oral exam	1	(Other)	
	Written exam	2	Project		(Other)	

Grading and evaluating student work in class and at the final exam	Activity of students in classes, preparation and presentation of the seminar paper, written exam score, and final oral examination.		
	Title	**Number of copies in the library***	**Availability via other media**
Required literature (available in the library and via other media)	1. Spector, P. E. (2017). *Industrial & Organizational Psychology: Research and Practice.* (7th Ed). Hoboken, NJ: John Wiley and Sons.	0	course teacher
	2. Jex, S. M. & Britt, T. W. (2008). *Organizational psychology: A scientist- practitioner approach.* New Jersey: John Wiley and Sons.	0	course teacher
Optional literature (at the time of submission of study programme proposal)	-		
Quality assurance methods that ensure the acquisition of exit competences	The quality of the course and acquisition of exit competencies is monitored by the student annual evaluation, exam success, the periodic independent external evaluation of the program and the periodic internal evaluation of the annual syllabus and examination procedures		
Other (as the proposer wishes to add)	* Literature is in the process of being acquired for the library; currently available from course teacher		

NAME OF THE COURSE	Ethics in Psychology					
Code		Year of study	3. (5th semseter)			
Course teacher	Darko Hren, PhD, associate professor	Credits (ECTS)	3			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			15	15	0	0
Status of the course	mandatory	Percentage of application of e-learning	up to 30%			
COURSE DESCRIPTION						
Course objectives	Aim of the course is to introduce students to main ethical principles in academic and professional psychology, enable them to recognise ethical dilemmas, and to subsequently reason and act according to ethical principles and norms.					
Course enrolment requirements and entry competences	Speaking and writing fluency in English					

required for the course	
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After the course students will be able to: 1. Explain basic ideas in the field of ethics and moral philosophy; 2. Apply fundamental ethical principles in psychology; 3. Analyse ethical dilemmas in psychological research and practice; 4. Make informed decisions about ethical dilemmas and offer arguments based on ethical principles and existing codes.
Course content broken down in detail by weekly class schedule (syllabus)	1. Basics of ethics and moral philosophy (2L+2S) 2. Ethical principles, guidelines, and codes (1L+1S) 3. Ethics in psychological research - case studies (6L+6S) 4. Ethics in professional practice of psychology - case studies (6L+6S)
Format of instruction	☒ lectures ☒ seminars and workshops ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work ☒ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)
Student responsibilities	Class attendance, writing essays, seminar essay, exam

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	1	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay	0.5	Seminar essay	1	(Other)	
	Tests	0.5	Oral exam		(Other)	
	Written exam		Project		(Other)	

Grading and evaluating student work in class and at the final exam	Final grade is formed based on regular evaluation of participation and work in the classroom (20%), seminar (20%), tests/written exam (30%) and oral exam (30%).

Required literature (available in the library and via other media)	Title	Number of copies in the library*	Availability via other media
	1. Banyard, F. & Flanagan, C. (2011). *Ethical Issues in Psychology*. London: Routlege.	0	course teacher

Optional literature (at the time of submission of study programme proposal)	1. Campbell, L., Vasquez, M., Behnke, S., Kinscherff, R. (2009). *APA Ethics Code Commentary and Case Illustrations* 1st Edition. Washington, DC: APA 2. Koocher, G.P., Keith-Spiegel, P. (2016). *Ethics in Psychology and the Mental Health Professions: Standards and Cases* (4th Ed.). New York: Oxford University Press.
Quality assurance methods that ensure the acquisition of exit competences	The quality of the course and acquisition of exit competencies is monitored by the student annual evaluation, exam success, the periodic independent external evaluation of the program and the periodic internal evaluation of the annual syllabus and examination procedures
Other (as the proposer wishes to add)	* Literature is in the process of being acquired for the library; currently available from course teacher

NAME OF THE COURSE		Professional Skills and Career Planning					
Code			Year of study	3. (5th semester)			
Course teacher	Ina Reić Ercegovac, PhD, associate professor		Credits (ECTS)	2			
Associate teachers			Type of instruction (number of hours)	L	S	E	F
				5	0	10	0
Status of the course	mandatory		Percentage of application of e-learning	0%			
COURSE DESCRIPTION							
Course objectives	To introduce students to professional skills in future practice and to develop plans for continuing education in the field of psychology or starting professional career. Within the course, students will have the opportunity to become aware of their own capabilities and traits and related professional aspirations. They will be introduced to possibilities of further education and/or work in practice.						
Course enrolment requirements and entry competences required for the course	Speaking and writing fluency in English; finished all courses and passed all of the exams from first four semesters						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon completion of the course, students will be able to: 1. Analyse professional skills of psychologists 2. Recognize their interests in the field of psychology 3. Evaluate their characteristics important for career development in psychology 4. Plan personal professional development						
Course content broken down in detail by weekly class schedule (syllabus)	Lectures and exercises: 1. Introduction to course, content and students obligations (1L) 2. Professional skills in psychologist profession (2L) 3. Career development possibilities for bachelor of psychology and master degree in psychology (1L) 4. Case studies presentation for psychology career development (1L) 5. Personality traits assessment (2E) 6. Professional interest assessment (2E) 7. Assessment of other traits important for career in psychology (2E) 8. Analyses of the results and making personal profile (2E) 9. Evaluation of work (2E)						
Format of instruction	☒ lectures ☐ seminars and workshops ☒ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work		☒ independent assignments ☐ multimedia ☐ laboratory ☒ work with mentor ☐ (other)				
Student responsibilities	Regular course attendance and active participation in classes						

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is*	Class attendance	1	Research		Practical training	1
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	

equal to the ECTS value of the course)	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	The final grade is a result of regular course attendance and active participation during course.					

Required literature (available in the library and via other media)	Title	Number of copies in the library*	Availability via other media
	1. Lunt, I., Peiró, J.M., Poortinga, Y., & Roe, R.A. (2014). *EuroPsy: Standards and Quality in Education for Professional Psychologists*. Hogrefe Publishing.	0	course teacher

Optional literature (at the time of submission of study programme proposal)	1. Kuther, T.L., & Morgan, R.D. (2013). *Careers in Psychology. Opportunities in a changing world*. Belmont, CA: Wadsworth. 2. Lunt I. (2014). Psychology Education and Training: an international framework. In: R. Silbereisen, P. Ritchie, & J. Panday (eds.), Psychology *education and training: a global perspective*. Psychology Press. 3. Silvia, P.J., Delaney, P.F., & Marcovitch, S. (2017). *What Psychology Majors Could (and Should) Be Doing*, Second Edition. APA.
Quality assurance methods that ensure the acquisition of exit competences	The quality of the course and acquisition of exit competencies is monitored by the student annual evaluation, exam success, the periodic independent external evaluation of the program and the periodic internal evaluation of the annual syllabus and examination procedures
Other (as the proposer wishes to add)	* Literature is in the process of being acquired for the library; currently available from course teacher

NAME OF THE COURSE	Inclusive environments					
Code		Year of study	3.(5th semester)			
Course teacher	Ivana Batarelo Kokić, PhD, full professor	Credits (ECTS)	3			
Associate teachers	-	Type of instruction (number of hours)	L	S	E	F
			15	30		
Status of the course	elective	Percentage of application of e-learning	30%			
COURSE DESCRIPTION						
Course objectives	To provide an introduction to the inclusive environments and equip students with the necessary theoretical and practical background to engage in well informed, in-depth critical analysis of inclusive design of social services and teaching and learning practices.					
Course enrolment requirements and entry competences required for the course	Speaking and writing fluency in English					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	By the end of this course, students will be able to: 1. Review the main postulates of equity and inclusion 2. Compare different frameworks of understanding social inclusion and exclusion 3. Critically think about barriers and their social meaning					

	4. Critically analyse elements of universal design 5. Evaluate educational use of UDL 6. Critically think about OER and intercultural knowledge sharing 7. Critically think about different approaches to teaching diverse groups
Course content broken down in detail by weekly class schedule (syllabus)	1. Introduction to the course; Introduction to seminars (1L+2S) 2. Equity and Inclusion (1L+2S) 3. Understanding Social Inclusion and Exclusion (1L+2S) 4. Barriers and their Social Meaning (1L+2S) 5. Universal Design Theory (1L+2S) 6. Practicing Universal Design (1L+2S) 7. Design for Social Participation (1L+2S) 8. The Variability of Learners (1L+2S) 9. Universal Design for Learning (1L+2S) 10. Web Accessibility (1L+2S) 11. Open Educational Resources (1L+2S) 12. Intercultural Knowledge Sharing (1L+2S) 13. Inclusive Schools (1L+2S) 14. Teaching Diverse Groups (1L+2S) 15. Final exam (1L+2S)
Format of instruction	☒ lectures ☒ seminars and workshops ☐ exercises ☐ *on line* in entirety ☒ partial e-learning ☐ field work ☐ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)
Student responsibilities	Regular course attendance, student seminar essays and participation in online discussions.

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	0.5	Research		Practical training	
	Experimental work		Report		Online discussions	0.5
	Essay		Seminar essay	1	(Other)	
	Tests	0.5	Oral exam		(Other)	
	Written exam	0.5	Project		(Other)	

Grading and evaluating student work in class and at the final exam	The students will be evaluated based on the course attendance and participation in classroom and online discussions, completion of seminar tasks (seminar essay), midterm exam and final written exam.

	Title	Number of copies in the library	Availability via other media
	1. Gordon, D., Meyer, A., & Rose, D. H. (2016). *Universal design for learning: Theory and practice*. CAST Professional Publishing.	0	http://udltheorypractice.cast.org/home?1
Required literature (available in the library and via other media)	2. Steinfeld, E., & Maisel, J. (2012). *Universal design: Creating inclusive environments*. John Wiley & Sons.	0	PDF
	3. Batarelo Kokić, I., Vukelić, A., & Ljubić, M. (2010). Mapping policies and practices for the preparation of teachers for inclusive education in contexts of social and cultural	0	PDF

	diversity–Croatia country report. *Turin: European Training Foundation*.		
Optional literature (at the time of submission of study programme proposal)	1. Abrams, D., Hogg, M. A., & Marques, J. M. (Eds.). (2004). *Social psychology of inclusion and exclusion*. Psychology Press. 2. Langdon, P., Lazar, J., Heylighen, A., & Dong, H. (Eds.). (2018). *Breaking Down Barriers: Usability, Accessibility and Inclusive Design*. Springer. 3. Maimone, F. (2018). Inter-cultural Knowledge Sharing in MNCs: Toward a Complex and Dynamic Model. In *Intercultural Knowledge Sharing in MNCs* (pp. 63-101). Palgrave Macmillan, Cham. 4. Spratt, J. (2017). Wellbeing, Equity and Education. Springer International Publishing AG.		
Quality assurance methods that ensure the acquisition of exit competences	The quality of the course and acquisition of exit competencies is monitored by the student annual evaluation, exam success, the periodic independent external evaluation of the program and the periodic internal evaluation of the annual syllabus and examination procedures		
Other (as the proposer wishes to add)			

NAME OF THE COURSE	Developmental Psychopathology				
Code		Year of study	3. (5th semester)		
Course teacher	Ina Reić Ercegovac, PhD, associate professor	Credits (ECTS)	3		
Associate teachers	Katija Kalebić Jakupčević, PhD Bruno Barać	Type of instruction (number of hours)	L	S	E	F
			15	15	0	0
Status of the course	elective	Percentage of application of e-learning	0%		
COURSE DESCRIPTION					
Course objectives	To introduce students to developmental psychopathology paradigm and contemporary theoretical approaches in the field. One of the course aims is to sensitize students for recognizing different developmental pathways and complexity of developmental psychopathology. Students will learn about specific disorders of psychological development, their characteristics, processes, risk and protective factors and possibilities of treatment.				
Course enrolment requirements and entry competences required for the course	Speaking and writing fluency in English; finished course and passed exam in *Developmental Psychology of Childhood and Adolescence* and *Psychopathology*				
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon completion of the course, students will be able to: 1. Define key terms in the field of developmental psychopathology 2. Name the main principles of developmental psychopathology 3. Explain contemporary theoretical approaches to developmental psychopathology 4. Analyse risk and protective factors for disorders of psychological development 5. Analyse the development of specific disorders of psychological development				
Course content broken down in detail by weekly	Lectures: 1. Developmental psychopathology approach, contemporary theories in developmental psychopathology (2L)				

class schedule (syllabus)	2. Etiology and emergence of disorders of psychological development; risk and protective factors (1L) 3. Developmental outcomes of intellectual disabilities (1L+2S) 4. Autism spectrum disorders (1L+2S) 5. Attachment disorders in early childhood (1L) 6. Attention disorders and learning disabilities in early school age (2L+2S) 7. Anxious disorders in childhood and adolescence (1L+2S) 8. Mood disorders in middle childhood and adolescence (1L+1S) 9. Behavioural disorders and development of antisocial behaviour (1L+2S) 10. Eating disorders and addictions in adolescence (2S) 11. Personality disorders in late adolescence (1L) 12. Development of severe mental disorders in late adolescence (1L) 13. Developmental outcomes of chronic illnesses (1L+2S) 14. Psychological assessment, intervention and treatment (1L)
Format of instruction	☒ lectures ☒ seminars and workshops ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work ☒ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)
Student responsibilities	Regular course attendance, active participation, presenting a seminar paper and, oral exam

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	1	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1	(Other)	
	Tests		Oral exam	1	(Other)	
	Written exam		Project		(Other)	

Grading and evaluating student work in class and at the final exam	The final grade is a result of regular course attendance and active participation during course (20%), seminar paper presentation (30%) and oral exam (50%)

	Title	Number of copies in the library*	Availability via other media
Required literature (available in the library and via other media)	1. Kerig, P.K., Ludlow, A., & Wenar, C. (2012). *Developmental Psychopathology*, 6th Ed. McGraw Hill.	0	course teacher

Optional literature (at the time of submission of study programme proposal)	1. Bergman, I., & Magnusson, D. (1997). A person-oriented approach in research on developmental psychopathology. *Development and Psychopathology, 9*(2), 291-319. doi:10.1017/S095457949700206X 2. Boivin, M., Hymel, S., & Bukowski, W. (1995). The roles of social withdrawal, peer rejection, and victimization by peers in predicting loneliness and depressed mood in childhood. *Development and Psychopathology, 7*(4), 765-785. doi:10.1017/S0954579400006830 3. Cicchetti, D., & Rogosch, F. (1996). Equifinality and multifinality in developmental psychopathology. *Development and Psychopathology, 8*(4), 597-600. doi:10.1017/S0954579400007318

4. Cicchetti, D., Ackerman, B., & Izard, C. (1995). Emotions and emotion regulation in developmental psychopathology. *Development and Psychopathology, 7*(1), 1-10. doi:10.1017/S0954579400006301

5. Cyr, C., Euser, E., Bakermans-Kranenburg, M., & Van Ijzendoorn, M. (2010). Attachment security and disorganization in maltreating and high-risk families: A series of meta-analyses. *Development and Psychopathology, 22*(1), 87-108. doi:10.1017/S0954579409990289

6. Dawson, G. (2008). Early behavioral intervention, brain plasticity, and the prevention of autism spectrum disorder. *Development and Psychopathology, 20*(3), 775-803. doi:10.1017/S0954579408000370

7. Ellis, B., Boyce, W., Belsky, J., Bakermans-Kranenburg, M., & Van Ijzendoorn, M. (2011). Differential susceptibility to the environment: An evolutionary–neurodevelopmental theory. *Development and Psychopathology, 23*(1), 7-28. doi:10.1017/S0954579410000611

8. Forbes, M.K., Tackett, J.L. et al. (2016). Beyond comorbidity: Toward a dimensional and hierarchal approach to understanding psychopathology across the lifespan. *Developmental Psychopathology, 28(*4), 971–986.

9. Frick, P., & Viding, E. (2009). Antisocial behavior from a developmental psychopathology perspective. *Development and Psychopathology, 21*(4), 1111-1131. doi:10.1017/S0954579409990071

10. Greenberg, M., Speltz, M., & Deklyen, M. (1993). The role of attachment in the early development of disruptive behavior problems. *Development and Psychopathology, 5*(1-2), 191-213. doi:10.1017/S095457940000434X

11. Gunnar, M., Wewerka, S., Frenn, K., Long, J., & Griggs, C. (2009). Developmental changes in hypothalamus–pituitary–adrenal activity over the transition to adolescence: Normative changes and associations with puberty. *Development and Psychopathology, 21*(1), 69-85. doi:10.1017/S0954579409000054

12. Hanson, J.L. et al. (2017). Early adversity and learning: implications for typical and atypical behavioral development. *J Child Psychol Psychiatry, 58*(7), 770–778.

13. Masten, A., Best, K., & Garmezy, N. (1990). Resilience and development: Contributions from the study of children who overcome adversity. *Development and Psychopathology, 2*(4), 425-444. doi:10.1017/S0954579400005812

14. Moffitt, T. (1993). The neuropsychology of conduct disorder. *Development and Psychopathology, 5*(1-2), 135-151. doi:10.1017/S0954579400004302

15. Moffitt, T., Caspi, A., Dickson, N., Silva, P., & Stanton, W. (1996). Childhood-onset versus adolescent-onset antisocial conduct problems in males: Natural history from ages 3 to 18 years. *Development and Psychopathology, 8(*2), 399-424. doi:10.1017/S0954579400007161

16. Osterling, J., Dawson, G., & Munson, J. (2002). Early recognition of 1-year-old infants with autism spectrum disorder versus mental retardation. *Development and Psychopathology, 14*(2), 239-251. doi:10.1017/S0954579402002031

17. Pollak, S.D. (2015). Developmental psychopathology: recent advances and future challenges. *World Psychiatry, 14(*3), 262–269.

18. Rutter, M., Dunn, J., Plomin, R. et al. (1997). Integrating nature and nurture: Implications of person–environment correlations and interactions for developmental psychopathology. *Development and Psychopathology, 9*(2), 335-364. doi:10.1017/S0954579497002083

	19. Sroufe, L. (1997). Psychopathology as an outcome of development. *Development and Psychopathology, 9*(2), 251-268. doi:10.1017/S0954579497002046 20. Trickett, P., Noll, J., & Putnam, F. (2011). The impact of sexual abuse on female development: Lessons from a multigenerational, longitudinal research study. *Development and Psychopathology, 23*(2), 453-476. doi:10.1017/S0954579411000174
Quality assurance methods that ensure the acquisition of exit competences	The quality of the course and acquisition of exit competencies is monitored by the student annual evaluation, exam success, the periodic independent external evaluation of the program and the periodic internal evaluation of the annual syllabus and examination procedures
Other (as the proposer wishes to add)	* Literature is in the process of being acquired for the library; currently available from course teacher

NAME OF THE COURSE		New Methodological Practices in Research in Psychology				
Code		Year of study	3.(5th semester)			
Course teacher	Andreja Bubić, PhD, associate professor	Credits (ECTS)	3			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			15	0	15	0
Status of the course	elective	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
Course objectives	Familiarizing students with statistical and methodological problems in psychology research, their causes, repercussions and possible solutions					
Course enrolment requirements and entry competences required for the course	Speaking and writing fluency in English					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Following the course, students will be able to: 1. Explain the importance of replications in psychology 2. Understand factors that influence the replicability of psychological studies 3. Understand the concept of statistical power, its importance, and the factors that affect it 4. Be able to explain the concepts of the prior probability of hypothesis being true, type 1 and 2 errors and evidential value of an evidence 5. Understand what "p-hacking" and "questionable research practices" are and explain their effects on the credibility of scientific findings 6. Understand recently developed statistical procedures for diagnosing potential statistical and methodological problems in the set of studies, such as "p-curve" and "r-index" 7. Explain the concepts of pre-registration, registered reports and open science and be able to pre-register their own research protocol					
Course content broken down in detail by weekly	1. Reproducibility and replicability of studies and estimation of replicability of the psychological science (2L)					

class schedule (syllabus)	2. Why replications are rare and why only small number of studies are replicated: the factors that affect the replicability of studies (2L) 3. What are statistical power and Type 2 error, what is their relationship with the quality of a scientific results and the probability that they will replicate (2L) 4. What is the Type 1 error, what factors affect it, what is its relationship with the quality of a scientific results and the probability that they will replicate (2L) 5. A publication bias: how serious is it, how to spot it, what are the repercussions and what is its influence on the validity of evidence in psychology (2L) 6. Doing the "P-curve" and "R-index" analysis of a set of studies and estimating the evidential value of evidence in those studies (2L) 7. Case study - "ego-depletion": why a great number of significant results still does not mean that the effect is real (2L) 8. New practices in the methodology pf psychological science: pre-registration and registered reports (1L) 9. Practical work: how to pre-register a study and the main platforms for pre-registration (5E) 10. Practical work: what are good arguments for a sample-size justification, how to calculate appropriate sample size and/or statistical power (5E) 11. Practical work: pre-registration of a replication study (5E)

Format of instruction	X lectures X seminars and workshops ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work	X independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)

Student responsibilities	Students must actively participate in courses, discussions, assignments and practical work.

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	1.5	Research		Practical training	0.5
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1	Project		(Other)	

Grading and evaluating student work in class and at the final exam	Students will be graded based on their participation in the course during the course. Practical work will also be evaluated. After the course, students will be examined by the oral or writing exam.

Required literature (available in the library and via other media)	Title	Number of copies in the library*	Availability via other media
	1. Chambers, C. (2017). *The seven deadly sins of psychology: A manifesto for reforming the culture of scientific practice.* Princeton University Press.	0	course teacher

Optional literature (at the time of submission of study programme proposal)	1. Chambers, C. D., Feredoes, E., Muthukumaraswamy, S. D., Etchells, P. (2014). Instead of „playing the game" it is time to change the rules: Registered Reports at AIMS Neuroscience and beyond. *AIMS Neuroscience*, 1, 4-17. 2. Dienes, Z. (2008). *Understanding psychology as a science: An introduction to scientific and statistical inference*. Macmillan International Higher Education. 3. Fanelli, D. (2011). Negative results are disappearing from most disciplines and countries. *Scientometrics*, 90, 891-904. 4. Francis, G. (2014). The frequency of excess success for articles in Psychological Science. *Psychonomic bulletin & review*, 21(5), 1180-1187. 5. John, L. K., Loewenstein, G., Prelec, D. (2012). Measuring the prevalence of questionable research practices with incentives for truth telling. *Psychological Science*, 23, 524-532. 6. Kerr, N. L. (1998). HARKing: Hypothesizing after the results are known. *Personality and Social Psychology Review*, 2, 196-217. 7. Lakens, D., Evers, E. R. (2014). Sailing from the seas of chaos into the corridor of stability: Practical recommendations to increase the informational value of studies. *Perspectives on Psychological Science*, 9(3), 278-292. 8. Nosek, B. A., Spies, J. R., Motyl, M. (2012). Scientific utopia II. Restructuring incentives and practices to promote truth over publishability. *Perspectives on Psychological Science*, 7(6), 615-631. 9. Open Science Collaboration. (2015). Estimating the reproducibility of psychological science. *Science,* 349(6251), aac4716. 10. Pashler, H., Harris, C. R. (2012). Is the replicability crisis overblown? Three arguments examined. *Perspectives on Psychological Science*, 7, 531-536. 11. Schimmack, U. (2012). The ironic effect of significant results on the credibility of multiple-study articles. *Psychological Methods*, 17, 551-566. doi: 10.1037/a0029487 12. Simmons, J., Nelson, L., Simonsohn, U. (2011). False-positive psychology: Undisclosed flexibility in data collection and analysis allows presenting anything as significant. *Psychological Science*, 22, 1359-1366. 1. Simonsohn, U., Nelson, L. D., Simmons, J. P. (2014). P-curve: a key to the file-drawer. *Journal of Experimental Psychology: General*, 143(2), 534-547.
Quality assurance methods that ensure the acquisition of exit competences	The quality of the course and acquisition of exit competencies is monitored by the student annual evaluation, exam success, the periodic independent external evaluation of the program and the periodic internal evaluation of the annual syllabus and examination procedures
Other (as the proposer wishes to add)	* Literature is in the process of being acquired for the library; currently available from course teacher

NAME OF THE COURSE	Psychology of the self					
Code		Year of study	3.(6th semester)			
Course teacher	Andreja Bubić, PhD, associate professor	Credits (ECTS)	3			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			15	15	0	0
Status of the course	elective	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
Course objectives	The goal of this course is to familiarize students with basic psychological mechanisms underlying self-understanding.					

Course enrolment requirements and entry competences required for the course	Speaking and writing fluency in English
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon completion of the course, students will be able to: 1. Understand basic theoretical principles related to the self-concept 2. Explain the main aspects of self-understanding 3. Understand the influence of individual differences in self-awareness for behavior 4. Understand how the self-concept influences individuals' behavior in the social context.
Course content broken down in detail by weekly class schedule (syllabus)	1. The self-concept. (2L+2S) 2. The development of the self-concept. (2L+2S) 3. Sources of self-understanding. (1L+1S) 4. Descriptive, evaluative and motivational aspects of self-understanding. (1L+1S) 5. Private and public self-image. (1L+1S) 6. Self-efficacy. (1L+1S) 7. Different levels of self-efficacy and their influence on individuals' behavior. (1L+1S) 8. Self-respect and self-evaluation. (1L+1S) 9. Self-monitoring and self-regulation. (1L+1S) 10. Individual differences in self-awareness. (1L+1S) 11. Self-concept and social relationships. (2L+2S) 12. Impression management. (1L+1S)
Format of instruction	X lectures X seminars and workshops ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work X independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)
Student responsibilities	Students must actively participate in courses, discussions, assignments and practical work.

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	1.5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0.5	(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1	Project		(Other)	

Grading and evaluating student work in class and at the final exam	Students will be graded based on their participation in the course during the course. Practical work will also be evaluated. After the course, students will be examined by the oral or writing exam.

Required literature (available in the library and via other media)	**Title**	**Number of copies in the library***	**Availability via other media**
	1. Baumeister, R. F. (1998). The self. In D. T. Gilbert, S. T. Fiske, & G. Lindzey (Eds.), *The Handbook of Social Psychology*, Volume 1, 4. Edition. New York, NY: McGraw Hill.	0	course teacher

	2. Sedikides, C., Spencer, S.J. (2007). *The self*. New York: Psychology Press.	0	course teacher
Optional literature (at the time of submission of study programme proposal)	1. Bennett, M., Sani, F. (2005). *The development of the social self*. New York: Psychology Press. 2. Brewer, M., Hewstone, M. (2004). *Self and social identity*. Blackwell Publishing 3. Ferrari, M., Sternberg, R.J. (1998). *Self-awareness: Its nature and development.* New York: The Guilford Press. 4. Kernis, M.H. (2006). *Self-esteem: Issues and answers*. Psychology Pres 5. Kruglanski, A. W., Higgins, E. T. (2003). *Social psychology: A general reader*. Psychology Press: New York. 6. Kunda, Z. (2002). *Social cognition: Making sense of people*. The MIT Press, Massachusetts. 1. Wood, J.V., Tesser, A., Holmes, J.G. (2008). *The self and social relationships*. New York: Psychology Press.		
Quality assurance methods that ensure the acquisition of exit competences	The quality of the course and acquisition of exit competencies is monitored by the student annual evaluation, exam success, the periodic independent external evaluation of the program and the periodic internal evaluation of the annual syllabus and examination procedures		
Other (as the proposer wishes to add)	* Literature is in the process of being acquired for the library; currently available from course teacher		

NAME OF THE COURSE	Judgment and Decision Making				
Code		Year of study	3. (6th semester)		
Course teacher	Andreja Bubić, PhD, associate professor	Credits (ECTS)	3		
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			15	15	0	0
Status of the course	elective	Percentage of application of e-learning	0%		
COURSE DESCRIPTION					
Course objectives	The goal of this course is to familiarize students with basic findings from cognitive psychology, with an emphasis on those related to judgment and decision making.				
Course enrolment requirements and entry competences required for the course	Speaking and writing fluency in English				
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After this course, students will be able to: 1. Describe the main characteristics of different levels of cognitive processing 2. Explain processes and principles underlying judgment and decision making in everyday life 3. Critically evaluate the principles of rational behavior 4. Recognize own biases and limitations in judgment and decision making 5. Analyze the relationship between individuals' cognitive functioning and social behaviors.				
Course content broken down in detail by weekly class schedule (syllabus)	1. Cognitive psychology and research methodology in cognitive psychology. (2L) 2. Automatic and controlled processing. Executive processes. (2L+2S) 3. Thinking, inductive and deductive reasoning. Problem solving. (2L+2S) 4. Judgment and decision making. (1L+2S)				

	5. Social cognition: Judgment and decision making in the social context. (1L+1S) 6. Rationality. (1L+1S) 7. The influence of emotion on judgment and decision making. (1L+1S) 8. Dual process theory: Intuitive and rational judgments. (1L+1S) 9. Motivated reasoning. (1L+1S) 10. Biases and heuristics in judgment and decision making. (1L+1S) 11. Reducing biases in judgment and decision making. (1L+1S) 12. Decision making in everyday contexts: medical, career, financial and political decision making. (1L+1S)
Format of instruction	X lectures X seminars and workshops ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work X independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)
Student responsibilities	Students must actively participate in courses, discussions, assignments and practical work.

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	1.5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0.5	(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1	Project		(Other)	

Grading and evaluating student work in class and at the final exam	Students will be graded based on their participation in the course during the course. Practical work will also be evaluated. After the course, students will be examined by the oral or writing exam.

Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	1. Sternberg, R. (2011). *Cognitive psychology*. Cengage Learning.	1	
	2. Baron, J. (2008). *Thinking and deciding*. Cambridge: Cambridge University Press.	0	course teacher

Optional literature (at the time of submission of study programme proposal)	1. Best, J. B. (1995). *Cognitive psychology*. Minneapolis: West Publishing Company. 2. Eyesenck, M. W., Keane, M. (2000). *Cognitive psychology: A student's handbook*. Taylor & Francis Group. 3. Gigerenzer, G. (2007). *Gut feelings: The intelligence of the unconscious*. Penguin. 4. Gilbert, D. (2009). *Stumbling on happiness*. Vintage Canada. 1. Stanovich, K.E. (2009). *Decision making and rationality in the modern world*. USA: Oxford University Press.
Quality assurance methods that ensure the acquisition of exit competences	The quality of the course and acquisition of exit competencies is monitored by the student annual evaluation, exam success, the periodic independent external evaluation of the program and the periodic internal evaluation of the annual syllabus and examination procedures

Other (as the proposer wishes to add)	* Literature is in the process of being acquired for the library; currently available from course teacher

NAME OF THE COURSE	Violence in Close Relationships				
Code		Year of study	3. (6th semester)		
Course teacher	Ina Reić Ercegovac, PhD, associate professor	Credits (ECTS)	3		
Associate teachers	Katija Kalebić Jakupčević, PhD	Type of instruction (number of hours)	L	S	E	F
			15	15	0	0
Status of the course	elective	Percentage of application of e-learning	0%		
COURSE DESCRIPTION					
Course objectives	To introduce students with the theoretical explanations, causes, incidence (forms, frequency) and ways of combating violence in close relationships, and develop their professional attitudes and skills needed for prevention programs, with emphasis on the prevention of violence in youth relationships. Students will be trained to design and implement preventive workshops on violence in adolescent relationships.				
Course enrolment requirements and entry competences required for the course	Speaking and writing fluency in English				
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon completion of the course, students will be able to: 1. Name the causes, prevalence, types and ways of recognizing violence in close relationships, specifically violence in adolescent relationships 2. Analyse the risk factors for violence in close relationships 3. Explain the psychological background of violence in partner relationships 4. Explain the principle of preventive work in the local community 5. Choose an appropriate strategy for the prevention of violence in close relationships 6. Create an interactive preventive workshop for adolescent 7. Conduct an interactive preventive workshops for adolescents				
Course content broken down in detail by weekly class schedule (syllabus)	Lectures: 1. Features of high-quality close relationships; expectations, beliefs and stereotypes about the close relationships; beliefs and attitudes about love and violence (2L) 2. Forms of violence in close relationships; recognition of violent behaviours; the prevalence of violent behaviours in various types of close relationships (2L) 3. The explanations and models of causes of violence in close relationships: cultural patterns, inequality and structural violence, modelling and social learning, individual traits, social incompetence, relational and developmental context (2L) 4. Violence in adolescent relationships: gender socialization and violent behaviour patterns; gendered double standards, norms and expectations and the risk of violence (2L) 5. Domestic violence: recognizing and responding, the consequences of the direct and indirect exposure to violence in the family environment; Croatian and European legal framework to combat domestic violence; the role of				

different systems in combating domestic violence and problems of their cooperation; professional and ethical obligations to report violence and dilemmas in dealing with violence victims (2L)

6. Violence in partner relationships: the dynamics of the formation and maintenance of violent relationships; the role of values and attitudes in keeping violent relationship; the role of self-concept, emotions and traumatic experience in landing on violent behaviour (2L)
7. Psychological profiles of abusers in relationships (1L)
8. The principles of prevention and intervention programs in the community (2L)

Within the seminar, students will be prepared for the implementation of preventive education in secondary schools with simulation workshops:
1. Introduction to workshops (1S)
2. Simulation of workshops with students (10S)
3. Analyses and evaluation of workshops (4S)

Format of instruction	☒ lectures ☒ seminars and workshops ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work	☐ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)

Student responsibilities	Regular course attendance, active participation, workshop, and oral exam				

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	1	Research		Practical training	1
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1	(Other)	
	Tests		Oral exam		(Other)	
	Written exam		Project		(Other)	

Grading and evaluating student work in class and at the final exam	The final grade is a result of regular course attendance and active participation during course (20%), workshop (40%) and oral exam (40%)

	Title	**Number of copies in the library**	**Availability via other media**
Required literature (available in the library and via other media)	1. Violence by Intimate Partners. World report on violence and health. *World Health Organization*.	0	http://www.who.int/violence_injury_prevention/violence/global_campaign/en/chap4.pdf
	2. Singh et al. (2014). Dating Violence among Male and Female Youth seeking Emergency Department Care. *Annals of Emergency Medicine*, 64(4), 405-412.	0	web
	3. Violence in Close Relationships in Norway.	0	http://www.prepoznajnasilje.si/docs/default-source/izdelki/english/2_norwegian-report-on-volence-in-close-

	relationships-recognizing-and-treating-victims-and-perpetrators-of-violence-in-close-relationships-in-the-health-care-service.pdf?sfvrsn=4
Optional literature (at the time of submission of study programme proposal)	1. Collin-Vezina, D., Hebert, M., Manseau, H., Blais, M., & Fernet; M. (2006). Self-concept and dating violence in 220 adolescent girls in the child protective system. *Child Youth Care Forum, 35*, 319–326. 2. Espelage, D.L., & Holt, M.K. (2007). Dating violence and sexual harassment across the bully-victim continuum among middle and high school students. *Journal of Youth and Adolescence, 36*, 799–811. 3. Hall Smith, P., White, J., & Holland, L.L. (2003). A longitudinal perspective on dating violence among adolescent and college-age women. *American Journal of Public Health, 93*(7), 1104-1109. 4. Johnson, W.L. et al. (2015). Relationship context and intimate partner violence from adolescence to young adulthood. *Journal of Adolescence Health, 57*(6), 631–636. 5. Nowakowski Sims, E., Noland Dodd, V.J., & Tejeda, M.J. (2008). The relationship between severity of violence in the home and dating violence. *Journal of Forensic Nursing, 4*, 166–173. 6. Schnurr, M.P., & Lohman, B.J. (2008). How much does school matter? An examination of adolescent dating violence perpetration. *Journal of Youth and Adolescence, 37*, 266–283. 7. Teten, A.L., Ball, B., Valle, L.A., Noonan, R., & Rosenbluth, B. (2009). Considerations for the definition, measurement, consequences, and prevention of dating violence victimization among adolescent girls. *Journal of Women's Health, 18*(7), 923-927. 8. Theriot, M.T. (2008) Conceptual and methodological considerations for assessment and prevention of adolescent dating violence and stalking at school. Children *& Schools, 30*(4), 223-233.
Quality assurance methods that ensure the acquisition of exit competences	The quality of the course and acquisition of exit competencies is monitored by the student annual evaluation, exam success, the periodic independent external evaluation of the program and the periodic internal evaluation of the annual syllabus and examination procedures
Other (as the proposer wishes to add)	-

NAME OF THE COURSE	Child Abuse and Neglect					
Code		Year of study	3. (6th semester)			
Course teacher	Ina Reić Ercegovac, PhD, associate professor	Credits (ECTS)	3			
Associate teachers	Katija Kalebić Jakupčević, PhD	Type of instruction (number of hours)	L	S	E	F
			15	15	0	0
Status of the course	elective	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						

Course objectives	To introduce students with basic theoretical frameworks of child abuse and neglect; risk and protective factors for child maltreatment and to develop awareness of the importance of preventing all kinds of child abuse and neglect.
Course enrolment requirements and entry competences required for the course	Speaking and writing fluency in English; finished course and passed exam in *Developmental Psychology of Childhood and Adolescence*
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon completion of the course, students will be able to: 1. Define types of child abuse and neglect 2. Differentiate between abusing and neglecting a child 3. Name risk and protective factors for child abuse and neglect 4. Analyse features of primary, secondary and tertiary prevention 5. Evaluate legislation in Republic of Croatia and other countries (mainly EU) that addresses child abuse and neglect 6. Explain the value of therapy for victims and perpetrators of child abuse and neglect
Course content broken down in detail by weekly class schedule (syllabus)	Lectures: 1. Basic theoretical knowledge on child abuse and neglect (3L) 2. Different types of child abuse and neglect (3L) 3. Risk and protective factors for child abuse and neglect (2L) 4. Prevention levels for child abuse and neglect (3L) 5. Legislation that addresses child abuse and neglect in Republic of Croatia and other European countries (2L) 6. Basics of therapy work with victims and perpetrators of child abuse and neglect (3L) Within the seminar, students will present recent researches and reviews in the field of child abuse and neglect which will be, together with their practical implications, discussed in the class (15S)
Format of instruction	☒ lectures ☒ seminars and workshops ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work ☐ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)
Student responsibilities	Regular course attendance, active participation in classes, presenting a seminar paper, and oral exam

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	1	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1	(Other)	
	Tests		Oral exam	1	(Other)	
	Written exam		Project		(Other)	

Grading and evaluating student work in class and at the final exam	The final grade is a result of regular course attendance and active participation during classes (20%), seminar paper presentation (30%) and oral exam (50%)

Required literature (available in the library and via other media)	Title	Number of copies in the library*	Availability via other media
	1. McCoy, M.L., & Keen, S.M. (2014). *Child Abuse and Neglect*. 2nd Ed. NY: Psychology Press.	0	course teacher
Optional literature (at the time of submission of study programme proposal)	1. Howe, D. (2005). *Child Abuse and Neglect. Attachement, Development and Intervention*. Palgrave. 2. Jouriles, E.N., McDonald, R. et al. (2008). Child Abuse in the Context of Domestic Violence: Prevalence, Explanations, and Practice Implications. *Violence and Victims,* 23, 2. 3. Korbin, J. (Ed). (2018). *Child Abuse and Neglect. Cross-Cultural Perspectives.* University of California Press.		
Quality assurance methods that ensure the acquisition of exit competences	The quality of the course and acquisition of exit competencies is monitored by the student annual evaluation, exam success, the periodic independent external evaluation of the program and the periodic internal evaluation of the annual syllabus and examination procedures		
Other (as the proposer wishes to add)	* Literature is in the process of being acquired for the library; currently available from course teacher		

NAME OF THE COURSE	Eating Disorders					
Code		Year of study	3. (6th semester)			
Course teacher	Ina Reić Ercegovac, PhD, associate professor	Credits (ECTS)	3			
Associate teachers	Katija Kalebić Jakupčević, PhD	Type of instruction (number of hours)	L	S	E	F
			15	15	0	0
Status of the course	elective	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
Course objectives	The aim of this course is to introduce students to psychological mechanisms underlying eating behaviours. Students will learn about different types of eating disorders and mechanisms of their emergence, maintenance, prevention and treatment.					
Course enrolment requirements and entry competences required for the course	Speaking and writing fluency in English					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon completion of the course, students will be able to: 1. Explain psychological mechanisms underlying eating behaviours 2. Compare food choice models and models of preferences for different kinds of food 3. Compare healthy and unhealthy diet behaviours 4. Describe mechanisms that cause overweight or obesity 5. Analyse mechanisms underlying eating disorders – anorexia and bulimia 6. Analyse prevention and treatment of unhealthy eating habits 7. Define risk factors for eating disorders (psychological, behavioural, social, cultural)					

	8. Explain consequences of eating disorders on individuals overall health
Course content broken down in detail by weekly class schedule (syllabus)	Lectures and seminars: 1. Food choice models – cognitive (attitudes, social norms), developmental (exposure to food, modelling), psycho-physiological (food and mood, food and stress) (3L + 3S) 2. Meaning of food – cultural influences of eating patterns; food, pleasure and sexuality; development of preferences for different kinds of food; motivation (3L+3S) 3. Mechanisms of emergence and retention of eating disorders; effects of body self-image, personality traits and stress; diet behaviours; obesity; anorexia and bulimia; overeating (4L + 3S) 4. Prevention and treatment of unhealthy eating patterns and eating disorders (psychotherapy, multidisciplinary approach, team interventions) (2P + 3S) 5. Consequences of eating disorders on overall health, short-term and long-term effects, possibilities of prevention and intervention (3L + 3S) Within seminars, each student will present a seminar paper – recent research article in the area of food choice models, meaning of food, eating disorders, prevention and treatment or consequences of eating disorders on health. Literature for articles are journals in the area of eating disorders: *International Journal of Eating Disorders, European Eating Disorders Review, Eating and Weight Disorders - Studies on Anorexia, Bulimia and Obesity, Eating Behaviors, Body Image*
Format of instruction	☒ lectures ☒ seminars and workshops ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work ☒ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)
Student responsibilities	Regular course attendance, active participation in discussions that are part of classes, individual engagement in literature reading, presenting a seminar paper, and oral exam

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	1	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1	(Other)	
	Tests		Oral exam	1	(Other)	
	Written exam		Project		(Other)	

Grading and evaluating student work in class and at the final exam	The final grade is a result of regular course attendance (10%), active participation during classes (10%), seminar paper presentation (30%) and oral exam (50%)

Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	1. Ogden, J. (2010). *The psychology of eating: From Healthy to Disordered Behaviour.* 2nd Edition. Wiley Blackwell.	1	course teacher

Optional literature (at the time of submission of study	1. Buckroyd, J., & Rother, S. (2008). *Psychological Responses to Eating Disorders and Obesity: Recent and Innovative Work.* Oxford: WileyBlackwell.

programme proposal)	2. Articles from *International Journal of Eating Disorders, European Eating Disorders Review, Eating and Weight Disorders - Studies on Anorexia, Bulimia and Obesity, Eating Behaviors, Body Image, Psychological Topics*
Quality assurance methods that ensure the acquisition of exit competences	The quality of the course and acquisition of exit competencies is monitored by the student annual evaluation, exam success, the periodic independent external evaluation of the program and the periodic internal evaluation of the annual syllabus and examination procedures
Other (as the proposer wishes to add)	-

NAME OF THE COURSE		Prevention of Behavioral Problems				
Code		Year of study	3.(6th semester)			
Course teacher	Maja Ljubetić, PhD, full professor	Credits (ECTS)	3			
Associate teachers	Toni Maglica, PhD	Type of instruction (number of hours)	L	S	E	F
			30	15	0	0
Status of the course	elective	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
Course objectives	To capacitate students with theoretical basis of prevention sciences, contemporary prevention researches and effective preventive programs.					
Course enrolment requirements and entry competences required for the course	Speaking and writing fluency in English					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	1. Explain key concepts in prevention sciences 2. Analyse prevention researches and practices 3. Name characteristics of effective, high quality preventive programs 4. Choose preventive strategies, different levels of prevention, models and preventive programs in practise.					
Course content broken down in detail by weekly class schedule (syllabus)	1. Prevention as a science and prevention of behavioural problems; Levels of prevention (2 hours) 2. Importance of prevention for society in general; Universal Prevention (2 hours) 3. Ecological systems' theory; Selective prevention (2 hours) 4. Risk and protective factors as fundaments for preventive programs; Concept of risk and protective factors in prevention 5. Concept of risk and protective factors in bio-psychological and family context (2 hours) 6. Risk and protective factors in school and peer context; The elements of prevention program realization (2 hours) 7. Risk and protective factors in school surrounding; Preventive programs in school (2 hours) 8. Risk and protective factors in local community and society; examples of prevention programs in local community 9. Risk and protective factors in leisure time; visit one of preventive program in local community (2 hours)					

	10. Methods and techniques of planning prevention; Preventive programs in social state care (2 hours) 11. Implementation and evaluation of the preventive programs; student presentations with discussion 12. Preventive program standards 13. National prevention programs (2 hours) 14. Preventive programs as a local community answer on behavioural problems (2 hours) 15. National strategy for prevention of behavioural problems
Format of instruction	☒ lectures ☒ seminars and workshops ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☒ field work ☒ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)
Student responsibilities	Independent assignments with the topic of effective, high quality, science based programs

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	1	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1	(Other)	
	Tests		Oral exam	1	(Other)	
	Written exam		Project		(Other)	

Grading and evaluating student work in class and at the final exam	-attendance on lectures -activity on lectures and workshops -quality of seminar -oral exam

Required literature (available in the library and via other media)	**Title**	**Number of copies in the library***	**Availability via other media**
	1. Peters, D. R., McMahon, J.R. (1992). *Preventing Antisocial Behavior: Intervention from Birth through Adolescence*. The Gilford Press, NY.	0	course teacher

Optional literature (at the time of submission of study programme proposal)	1. Biglan, A., Brennean, P. A., Floster, S. L., Holder, H. D. (2004). *Helping Adolescents at Risk. Prevention of Multiple Problem Behaviors*. New York, London: The Guilford Press. 2. Coie, J.D., Watt, N.F., West, S.G., Hawkins, J.D., Asarnow, J.R., Markman, H.I., Ramey, S.L., Shure, M.B., Long, B. (1993). The Science of Prevention: A Conceptual Framework and Some Direction for National Research Program. *American Psychologist*, 48, 10, 1013-1021. 3. McWhirter, R., McWhirter, B., McWhirter, A., McWhirter, E. (1993). *At-Risk Youth: A Comprehensive Response*. Brooks/Cole Publishers, CA. 4. Peters, D. R., McMahon, J.R. (1992). *Preventing Antisocial Behavior: Intervention from Birth through Adolescence*. The Gilford Press, NY.
Quality assurance methods that ensure the acquisition of exit competences	The quality of the course and acquisition of exit competencies is monitored by the student annual evaluation, exam success, the periodic independent external evaluation of the program and the periodic internal evaluation of the annual syllabus and examination procedures

Other (as the proposer wishes to add)	* Literature is in the process of being acquired for the library; currently available from course teacher

NAME OF THE COURSE	Behavioural Addictions				
Code		Year of study	3.(6th semester)		
Course teacher	Maja Ljubetić, PhD, full professor	Credits (ECTS)	3		
Associate teachers	Toni Maglica, PhD	Type of instruction (number of hours)	L	S	E	F
			15	15	0	0
Status of the course	elective	Percentage of application of e-learning	0%		

COURSE DESCRIPTION	
Course objectives	Introduce and teach students recent theoretical, scientific and practical findings concerned with contemporary addiction diseases, behavioural addictions in particular.
Course enrolment requirements and entry competences required for the course	Speaking and writing fluency in English
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	1. Explain etiology, symptomatology, prevention and treatment of behavioural addictions 2. Recognize addictive behaviours 3. Describe efficient treatment interventions in the field of behavioural addictions in Croatia and worldwide 4. Analyse contemporary prevention interventions in the field of behavioural addictions
Course content broken down in detail by weekly class schedule (syllabus)	1. Addiction definitions, getting acquainted with the changes in definitions, status and definitions of behavioural addictions in relation to other addictive behaviours (2L+2S) 2. Perceived extent of (incidence and prevalence) behavioural addictions; movement of the phenomenon in Split, county, Croatia and the world (2L+2S) 3. Etiology of addictive behaviour; risk and protective factors, predictors linked to behavioural addictions (2L+2S) 4. Phenomenology of behavioural addictions (different forms of behavioural addiction), symptomatology, gender and age differences (3L+3S) 5. Treatment of behavioural addictions: different approaches of institutionalized and other treatment of the phenomenon; contemporary approaches, treatment efficacy, importance of post treatment (3L+3S) 6. Contemporary prevention interventions of behavioural addictions; different levels of prevention, efficient and scientifically confirmed prevention programmes (3L+3S)
Format of instruction	☒ lectures ☒ seminars and workshops ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☒ field work	☒ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)
Student responsibilities	Lecture attendance Conducting seminar/independent assignment	

Screening student	Class	1	Research		Practical training	

work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	attendance						
	Experimental work		Report		(Other)		
	Essay		Seminar essay	1	(Other)		
	Tests		Oral exam	1	(Other)		
	Written exam		Project		(Other)		

Grading and evaluating student work in class and at the final exam	Evaluation criteria: attendance and a decent level of participation in class discussions, quality of performance and outcomes of individual and seminar tasks, final exam in the semester

Required literature (available in the library and via other media)	Title	Number of copies in the library*	Availability via other media
	1. Rosenberg, K.P., Feder, L.C. (2014). *Behavioral Addictions-Criteria, Evidence, Treatment.* Academic Press.	0	course teacher
	2. Ricijaš, N., Dodig Hundrić, D., Huić, A. (2015). Predictors of adverse gambling related consequences among adolescent boys. *Children and Youth Services Reviw*, 67, 168-176.	0	https://bib.irb.hr/datoteka/821287.Ricijas_Dodig_Huic_-_Predictors_of_adverse_gambling_consequences.pdf
	3. Gupta, R., Derevensky, J.L. (2000). Adolescent with gambling problems: From research to treatment. *Journal of Gambling Studies*, 16, 315-342.	0	https://link.springer.com/article/10.1023/A:1009493200768
	4. Griffiths, M., Parke, J. (2010). Adolescent Gambling on the internet: A review. *International Journal of Adolescent Medicine and Health*, 22, 59-75.	0	https://www.researchgate.net/publication/44619700_Adolescent_gambling_on_the_internet_A_review

Optional literature (at the time of submission of study programme proposal)	1. Nower, L., Blaszczynski, A. (2004). A Pathways Approach to Treating Youth Gamblers. U: Gupta, R., Derevensky, J.D. (ur.): *Gambling Problems in Youth – Theoretical and Applied Perspectives.* New York: Kluwer Academic/Plenum Publishers.
Quality assurance methods that ensure the acquisition of exit competences	The quality of the course and acquisition of exit competencies is monitored by the student annual evaluation, exam success, the periodic independent external evaluation of the program and the periodic internal evaluation of the annual syllabus and examination procedures
Other (as the proposer wishes to add)	* Literature is in the process of being acquired for the library; currently available from course teacher

NAME OF THE COURSE	Psychology of art					
Code		Year of study	3. (6th semester)			
Course teacher	Andreja Bubić, PhD, associate professor	Credits (ECTS)	3			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			15	15	0	0
Status of the course	elective	Percentage of application of e-learning	0%			

COURSE DESCRIPTION	
Course objectives	The goal of this course is to familiarize students with basic psychological mechanisms underlying art understanding.
Course enrolment requirements and entry competences required for the course	Speaking and writing fluency in English
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After this course, students will be able to: 1. Name the basic principles of perception and analyze their role in art 2. Name and explain different roles of art in individuals' lives 3. Define main affective characteristics of art and their relationship with other characteristics of art 4. Explain how higher cognitive and emotional processes influence art understanding.
Course content broken down in detail by weekly class schedule (syllabus)	1. Empirical esthetics. (1L+1S) 2. Methods of researching art understanding and creation. (1L+1S) 3. Basic mechanisms of visual perception. (1L+1S) 4. Using specific aspects of visual perception in art. (1L+1S) 5. The importance of attention and visualization in art. (1L+1S) 6. Auditory perception and the experience of music. (1L+1S) 7. Musical abilities and preferences. (1L+1S) 8. Movie art. (1L+1S) 9. Psychological aspects of other types of art (theater, dance, etc.). (1L+1S) 10. The importance of creativity for art. (1L+1S) 11. Art and emotions. (1L+1S) 12. Understanding abstraction. (1L+1S) 13. Functions of art in individuals' lives: social, cognitive, affective. (1L+1S) 14. The relationship between art and mental health. (2L+2S)
Format of instruction	X lectures X seminars and workshops ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work X independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)
Student responsibilities	Students must actively participate in courses, discussions, assignments and practical work.

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	1.5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0.5	(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1	Project		(Other)	

Grading and evaluating student work in class and at the final exam	Students will be graded based on their participation in the course during the course. Practical work will also be evaluated. After the course, students will be examined by the oral or writing exam.		
Required literature (available in the library and via other media)	**Title**	**Number of copies in the library***	**Availability via other media**
	1. Smith, E.W.L. (2012). *The psychology of artists and the arts*. McFarland.	0	course teacher

	2. Solso, R. L. (2003). *The psychology of art and the evolution of the conscious brain*. MIT press.	0	course teacher
Optional literature (at the time of submission of study programme proposal)	1. Levitin, D. J., Tirovolas, A. K. (2009). Current advances in the cognitive neuroscience of music. *Annals of the New York Academy of Sciences*, 1156, 211-231. 2. Mamassian, P. (2008). Ambiguities and conventions in the perception of visual art. *Vision Research*, 48(20), 2143-2153. 3. Solso, R. L. (1996). *Cognition and the visual arts*. MIT press. 4. Wedding, D., Boyd, M.A., Niemiec, R. (2010). *Movies and mental illness: Using films to understand psychopathology*. Cambridge: Hogrefe Publishing. 5. Zaidel, D. W. (2010). Art and brain: Insights from neuropsychology, biology and evolution. *Journal of Anatomy*, 216, 177–183. 6. Zeki, S. (1997). The Woodhull Lecture: visual art and the visual brain. *The Proceedings of the Royal Institution of Great Britain*, 68, 29-63.		
Quality assurance methods that ensure the acquisition of exit competences	The quality of the course and acquisition of exit competencies is monitored by the student annual evaluation, exam success, the periodic independent external evaluation of the program and the periodic internal evaluation of the annual syllabus and examination procedures		
Other (as the proposer wishes to add)	* Literature is in the process of being acquired for the library; currently available from course teacher		

NAME OF THE COURSE	Health psychology				
Code		Year of study	3.(6th semester)		
Course teacher	Vesna Antičević, PhD, assistant professor	Credits (ECTS)	3		
Associate teachers	Irena Mišetić, clinical psychologist	Type of instruction (number of hours)	L	S	E	F
			14	16	0	0
Status of the course	elective	Percentage of application of e-learning	0%		

COURSE DESCRIPTION	
Course objectives	- to acquire knowledge of health psychology from the biopsychosocial and interdisciplinary perspective; - to get to know the core areas of work in health psychology; - to learn about ways for health promotion and disease prevention - to understand the experience of illness from patients perspective and - to learn the models of psychological health care
Course enrolment requirements and entry competences required for the course	Speaking and writing fluency in English
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After attending classes and passed the exam, students will be able to: 1. Understand the contribution of demographic, cultural, biological, psychological and social factors to health behaviour and human health 2. Explain the relationship between psychology and health 3. Understand the importance and ways of improving of positive and negative health behaviours 4. Understand the effects of physical illness and pain to psychological health and the effects of psychological health to the preservation of physical health and disease prevention

	5. Adopt psychological models and interventions within health psychology to preserve and improve health in different areas of life 6. Analyse research methods in health psychology
Course content broken down in detail by weekly class schedule (syllabus)	Lectures: 1. The introduction to the health psychology from the biological, psychological and socio-cultural perspectives (2L) 2. Mutual influences between mental and physical health (2L) 3. Psychological determinants of health and quality of life (2L) 4. The contribution of positive health behaviour to the health outcomes: healthy eating, exercise, responsible sexual behaviours, drug and alcohol abstinence (2L) 5. Psychological models and interventions for preserving health: information and communication, coping with stress and health literacy (2L) 6. The influence of personality and beliefs in coping with pain and serious illness (2L) 7. Research methods and procedures in health psychology (2L) Seminars: 1. A historical development and study areas of health psychology (2S) 2. The consequences of negative health behaviours to the health outcomes: unhealthy food and physical inactivity (2S) 3. The consequences of negative health behaviours to the health outcomes: smoking, drug and alcohol use, risk sexual behaviours (2S) 4. The influence of information and communication to disease prevention and recovery (2S) 5. An effective coping with stress and health (2S) 6. Health literacy and health (2S) 7. Scientific and lay representations of illness (2S) 8. Pain, chronic and incurable diseases (2S)
Format of instruction	☒ lectures ☒ seminars and workshops ☐ exercises ☐ *on line* in entirety ☒ partial e-learning ☐ field work ☒ independent assignments ☐ multimedia ☐ laboratory ☒ work with mentor ☐ (other)
Student responsibilities	Compulsory attendance and activity in class, seminar essays and accessing the written part of the exam.

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	0.5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0.5	(Other)	
	Tests		Oral exam		(Other)	
	Written exam	2	Project		(Other)	

Grading and evaluating student work in class and at the final exam	The success of the students on the written part of the exam is valued, as well as the presence and activity of the classes.

Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	1. Marks, D.F., Murray, M; Evans, B; Estacio, E. V. (2013). *Health Psychology – Theory, Research*	1	

	and Practice (third edition). Sage Publications (selected chapters).		
	2. Moss, B. (2014). *Communication Skills in Health and Social Care* (second edition). Sage Publications (selected chapters).	1	
Optional literature (at the time of submission of study programme proposal)			
Quality assurance methods that ensure the acquisition of exit competences	The quality of the course and acquisition of exit competencies is monitored by the student annual evaluation, exam success, the periodic independent external evaluation of the program and the periodic internal evaluation of the annual syllabus and examination procedures		
Other (as the proposer wishes to add)			

NAME OF THE COURSE	Psychology of Sexuality				
Code		Year of study	3.(6th semester)		
Course teacher	Marina Nekić, PhD, associate professor	Credits (ECTS)	3		
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			30	15	0	0
Status of the course	elective	Percentage of application of e-learning	0%		
COURSE DESCRIPTION					
Course objectives	The course focuses on different dimensions of sexuality with the aim of understanding sexuality as a multidisciplinary area. The course will deal with topics such as controversy and differences in sexuality throughout history and in different cultures. Attention will be paid to several theoretical approaches and ways of exploring/study human sexuality. Then focus will be on knowledge of the basics of anatomy and physiology of reproductive organs. Furthermore, various models will be presented explaining the sexual response, their similarities and differences. Attention will also be given to methods of birth control as well as the consequences of risky sexual behaviour. In addition, the aim of the course is to focus on the importance of the role of socialization of gender roles and the differences and similarities between male and female sexuality. We will also analyse the (non)successful communication techniques on sexuality in a close relationship, and we will focus on the topics of adultery, jealousy and social affiliation. One of the goals is to describe the features of sexuality development over the life span. In addition, the focus will be on topics related to sexual disorders and treatments, atypical sexual behaviours. The course will also focus on distinguishing and recognizing different forms of sexual violence. Finally, we will end with topics that include pornography, sex selling and the influence of the media on sexuality.				
Course enrolment requirements and entry competences required for the course	Speaking and writing fluency in English				

Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	1. Describe and explain dimensions of sexuality as well as changes in attitudes about human sexuality over time in different cultures 2. Explain, discuss and give examples of different scientific approaches how the study sexuality; assess the methodological advantages and disadvantages of each approach; Explain and discuss the ethical questions of sexual research 3. Name, describe and explain the differences and similarities of male and female sexuality 4. Compare and differentiate concepts, gender, sex, gender identity, gender role, sexual orientation 5. Explain the importance of communication among partners and provide an example of good and bad aspects of communication among partners, 6. Describe the basic features of sexuality throughout life, 7. Describe, explain and compare different approaches to the explanation of sexual orientation, 8. Describe and differentiate the continuity of sexual orientation 9. Name and describe sexual dysfunction in men and women and to explain the aetiology of sexual disorders 10. Distinguish between forced forms of atypical sexual behaviour and to describe and distinguish different forms of sexual violence and to explain the consequences of sexual violence
Course content broken down in detail by weekly class schedule (syllabus)	1. The dimensions of sexuality and sexuality in different cultures through history (2L+1S) 2. Theories of sexuality and research of sexuality (Ethics, Problems and Pitfalls) (2L+1S) 3. Basics of anatomy and physiology of female and male sexual organs (2L+1S) 4. Sexual response models (2L+1S) 5. Reproduction and birth control (2L+1S) 6. Sexually transmitted diseases and infections (2L+1S) 7. Gender roles and sexuality, trans (2L+1S) 8. "Male" and "female" sexuality (2L+1S) 9. Communication skills about sexuality and how to improve your sexual life (2L+1S) 10. Sexuality throughout life (2L+1S) 11. Sexual orientation; sexual behaviour and sociosexuality (2L+1S) 12. Sexual difficulties, disorders and treatment in men and women (2L+1S) 13. Paraphilias (2L+1S) 14. Sexual violence (2L+1S) 15. Sex for sale and sex and the media (2L+1S)
Format of instruction	☒ lectures ☒ seminars and workshops ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work ☒ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)
Student responsibilities	Students are required to actively participate in the classroom, successfully complete the assigned assignments and pass two tests during semester (two colloquia during the semester).

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of*	Class attendance	0.5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0.5	(Other)	

ECTS credits is equal to the ECTS value of the course)	Tests	0.5	Oral exam		(Other)	
	Written exam	1	Project	0.5	(Other)	

Grading and evaluating student work in class and at the final exam	The student's right to sign is acquired by: * who regularly attended classes (with a maximum of 30% absences from the total number of lectures and seminars) * who made his/her tasks/essays in time, and all his/her tasks/essays were positively assessed * Grades and final exams are formed as follows: <60% = 1 (inadequate) 60% -69% = 2 (sufficient) 70% -79% = 3 (good) 80% -89% = 4 (very good) 90% -100% = 5 (excellent) Note: Students have the option not to take final exam if both tests exceeds 80%.

Required literature (available in the library and via other media)	Title	Number of copies in the library*	Availability via other media
	1. Crooks, R., Baur, K. (2014). *Our sexuality.* Belmont, Ca: Wadsworth Cengage Learning	0	course teacher
	2. Greenberg, J.S., Bruess, C.E., Conklin, S.C. (2010). Exploring the Dimensions of Human Sexuality. Boston: Jones & Bartlett Pub.	0	course teacher

Optional literature (at the time of submission of study programme proposal)	1. Love, B. (2003). *The Encyclopaedia of Unusual Sex Practices*. London: Greenwich Editions. 2. Roughgarden, J. (2009). *Evolution's Rainbow: Diversity, Gender, and Sexuality in Nature and People.* Berkley: University of California Press
Quality assurance methods that ensure the acquisition of exit competences	The quality of the course and acquisition of exit competencies is monitored by the student annual evaluation, exam success, the periodic independent external evaluation of the program and the periodic internal evaluation of the annual syllabus and examination procedures
Other (as the proposer wishes to add)	* Literature is in the process of being acquired for the library; currently available from course teacher

NAME OF THE COURSE		Stress at Workplace				
Code		Year of study	3.(6th semester)			
Course teacher	Ana Slišković, PhD, associate professor	Credits (ECTS)	3			
Associate teachers	-	Type of instruction (number of hours)	L	S	E	F
			15	15	0	0
Status of the course	elective	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
Course objectives	Insights into theoretical models, research methodology and empirical results in the field of Stress at Workplace.					
Course enrolment requirements and entry competences	Speaking and writing fluency in English					

required for the course	
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After attending and successfully passed the course students should be able to: 1. Describe basic theoretical models in the area of stress at the workplace 2. Differentiate and analyse the elements of transactional stress models: 1) different sources of work stress; 2) the outcomes of stress at the individual and organizational level; and 3) individual, organizational and contextual factors contributing to negative stress outcomes 3. Know the research methodology in the field of stress at work 4. Critically analyse intervention strategies for stress management 5. Analyse the scientific literature related to the stress in a particular occupation and select adequate stress management strategies in a specific occupation
Course content broken down in detail by weekly class schedule (syllabus)	Course content is divided into a series of lectures where students will adopt basic theoretical, methodological and empirical knowledge in the field of stress at the workplace, followed by seminars that are expected to be based on their independent work. LECTURES (15) 1. Introductory lecture - Definition of area: Stress (in general) and stress in the workplace, and the importance of area from theoretical and practical aspects (2L) 2. Theoretical models of stress in the workplace (classification of theoretical models, overview of the most influential models and the review of the most recent models) (3L) 3. Occupational stress research methodology: research methods (laboratory experiments, experiments in natural conditions and correlational studies) and measures (self-assessment, behavioural and medical measures) (3L) 4. Elements of stress at workplace: sources of stress - stressors, short-term responses to work stress, long-term consequences of work stress at an individual and organizational level, and personal, organizational and contextual factors in the process of occupational stress (4L) 5. Workplace stress management: classification and efficiency of intervention strategies and guidelines for successful work stress management (3L) SEMINARS (15) 1. Introduction: Consideration of different occupations and professions from the aspect of specific stressors characteristic for a particular sector or profession, and more generally from the aspect of susceptibility to development of negative stress outcomes 2. Defining the main determinants of independent seminar papers whose topics will be based on the presentation of stress in specific occupations or the presentation of specific stressors in different occupations; Two basic elements of the seminar work are: 1) Scientific: based on theoretical models of stress applied on the specific profession and the results of the previous studies, and 2. Practical: managing stress in a specific occupation or managing a certain work stressor (intervention strategies at the individual and organizational level) 3. Selection of topics of seminars - students have the freedom to choose a specific profession and / or sector (e.g. Stress in nurses employed on oncology, Stress in health professionals, Stress in firefighters, etc.) and / or specific stressors (e.g. conflict of work and family roles, shift work, etc.). 4. Independent work on seminar topic

	5. Presentations of student seminars 6. Group discussion related to the topic of each seminar 7. Evaluation of the course

Format of instruction	☒ lectures ☒ seminars and workshops ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work	☒ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)

Student responsibilities	Students have the obligation to actively participate in classes (lectures and seminars), develop and present independent seminar work, and access the final oral exam.

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	0.5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	2	(Other)	
	Tests		Oral exam	0.5	(Other)	
	Written exam		Project		(Other)	

Grading and evaluating student work in class and at the final exam	Presentation of the seminar work will be evaluated by a total grade that will consist of three elements of equal contributions: 1. adoption of general theoretical, methodological and empirical knowledge in the field of stress at the workplace, i.e. application of gained general knowledge into specific area related to the topic of the seminar 2. independently reviewed and elaborated scientific literature related to a specific occupation or stressor, whereby own critical view is necessary included 3. an analysis of possible intervention strategies in the specific occupation Given that the seminar work has the highest contribution of ECTS credits (2), seminar work also has the greatest weight in the overall grade (70%). Therefore, the high level of student engagement is expected in the preparation and presentation of a quality seminar work that should stimulate further group discussions. Through the final exam (30% of the overall grade), the above-mentioned learning outcomes of this course will be evaluated.

Required literature (available in the library and via other media)	**Title**	**Number of copies in the library***	**Availability via other media**
	1. Sulsky, L.; Smith, C. A. (2005). *Work Stress.* Belmont, CA, USA: Thomson Wadsworth.	0	course teacher
	2. Langan-Fox, J.; Cooper, C. L. (2011). *Handbook of Stress in the Occupations.* New Horizons in Management. Cheltenham, UK: Edward Elgar.	0	course teacher

Optional literature (at the time of submission of study programme proposal)	1. Lundberg, U.; Cooper, C.L. (2011). *The Science of Occupational Health: Stress, Psychobiology and the New World of Work.* Wiley-Blackwell. 2. Dewe, P.J.; Michael P.; O'Driscoll; Cooper, C.L. (2010). *Coping with Work Stress. A Review and Critique.* Wiley-Blackwell. 3. Jaimez, M.J.; Bretones, F.D. (2011). Towards a healthy organisation model. *The Journal of Industrial Relations & Human Resource,* 13(3), 7-26. 4. Mark, G. M.; Smith, A.P. (2008). *Stress models: a review and suggested new direction.* In: Houdmont, J. and Leka, S. (Ed.) *Occupational Health Psychology,*

	European Perspectives on Research, Education and Practice, 3. Nottingham: Nottingham University Press, pp. 111-144.				
Quality assurance methods that ensure the acquisition of exit competences	The quality of the course and acquisition of exit competencies is monitored by the student annual evaluation, exam success, the periodic independent external evaluation of the program and the periodic internal evaluation of the annual syllabus and examination procedures				
Other (as the proposer wishes to add)	* Literature is in the process of being acquired for the library; currently available from course teacher				

NAME OF THE COURSE	Philosophical Counseling				
Code		Year of study	3.(6th semester)		
Course teacher	Bruno Ćurko, PhD, assistant professor	Credits (ECTS)	3		
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			30	0	15	0
Status of the course	elective	Percentage of application of e-learning	20%		
COURSE DESCRIPTION					
Course objectives	The aim of the course is to introduce students to philosophical counseling, developing theories and to practice in philosophical counseling and philosophy in practice. Teach students the basic methods of work in philosophical counseling.				
Course enrolment requirements and entry competences required for the course	Speaking and writing fluency in English				
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	By the end of this course students should be able to: 1. Become familiar with the idea and the establishment of the philosophical counseling. 2. Know the development of theory and practice in philosophical counseling 3. Become familiar with basic methods of philosophical counseling 4. Know how to use basic methods of philosophical counseling with clients 5. Know in practice how to apply philosophical skills in counseling 6. Be able to use learned skills obtained in various activities (Philosophical workshop, philosophical cafe's, eexecutive Consultants…)				
Course content broken down in detail by weekly class schedule (syllabus)	**Lectures:** 1. Philosophy in practice (2 hours) 2. Foundations of philosophical counselling and Philosophical Consultancy (2 hours) 3. Gerd B. Achenbach and Ad Hoogendijk (2 hours) 4. Lou Marinoff (2 hours) 5. Oscar Brenifier (2 hours) 6. Logic-based therapy (LBT)- Elliot D. Cohen and Albert Ellis (2 hours) 7. Socratic Method as counselling methodology (2 hours) 8. Philosophical tools of argumentation, deliberation and critical thinking (2 hours) 9. Philosophy as a way of life and philosophy in practice (2 hours) 10. Theory and practice of philosophical counsellin (2 hours) 11. Applications of critical thinking în counselling (2 hours) 12. Counselling skills (2 hours) 13. Philosopher as a Executive Consultant (2 hours)				

	14. Philosophical Counselling Today – state and perspectives (2 hours) 15. Can philosophy help us achieve a happier life (2 hours) **Exercises:** 1. Introduction of philosophy in practice methodology (1 hour) 2. Gerd B. Achenbach's method (2 hours) 3. Hoogendijk's method (2 hours) 4. Lou Marinoff's method (2 hours) 5. Logic-based therapy (LBT) method (2 hours) 6. Socratic method (2 hours) 7. How to use philosophical skills in companies (2 hours) 8. Work with a client (2 hours)
Format of instruction	☒ lectures ☐ seminars and workshops ☒ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work ☐ independent assignments ☐ multimedia ☐ laboratory ☒ work with mentor ☐ (other)
Student responsibilities	Attending lectures, active participation in exercises, cooperation with the mentor, preparing for the exercises.

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	1	Research		Practical training	1
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam	1	(Other)	
	Written exam		Project		(Other)	

Grading and evaluating student work in class and at the final exam	Class attendance, active participation in practical exercises, preparation for practical exercise, oral exam. Evaluation of the course and the teacher at the end.

	Title	**Number of copies in the library**	**Availability via other media**
Required literature (available in the library and via other media)	1. Marinoff, L. (1999). *Plato not Prozac*, New York: Harper Collins.	0	course teacher
	2. Brenifier, O. (2015). *The art of philosophical practice.* Alcofribas Edition.	0	http://www.pratiques-philosophiques.fr/wp-content/uploads/2018/04/artofpp-1.pdf
	3. Marinoff, L. (2002). *Philosophical Practice.* New York: Academic Press.	0	course teacher
	4. Martin, W. Martin (2001). Ethics as Therapy: Philosophical Counseling and Psychological Health. *The International Journal of Philosophical Practice*, 1,1.	0	http://npcassoc.org/docs/ijpp/martin.pdf
	5. Howard Alex. *Philosophy For Counselling and Psychotherapy: Pythagoras to Postmodernism*, Hampshire: Palgrave Macmillan 2002.	0	course teacher

Optional literature (at the time of submission of study programme proposal)	1. Rochelle, G. (2012). *Doing Philosophy*. Edinburgh, Dunedin. 2. Deurzen, E. van (1992). `Dialogue as therapy'. *Journal of the Society for Existential Analysis*, 3, 15-23 3. The International Journal of Philosophical Practice available on http://npcassoc.org/journal/

	4. Koestenbaum, P. (1978). *The New Image of the Person: The Theory and Practice of Clinical Philosophy*. Greenwood Press.
Quality assurance methods that ensure the acquisition of exit competences	The quality of the course and acquisition of exit competencies is monitored by the student annual evaluation, exam success, the periodic independent external evaluation of the program and the periodic internal evaluation of the annual syllabus and examination procedures
Other (as the proposer wishes to add)	

NAME OF THE COURSE	Psychological Aspects of Digital Media				
Code		Year of study	3.(6th semester)		
Course teacher	Nikola Marangunić, PhD, assistant professor	Credits (ECTS)	3		
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			15	15	0	0
Status of the course	elective	Percentage of application of e-learning	30%		
COURSE DESCRIPTION					
Course objectives	Introduction and understanding influence of the new media and digital technologies on human behaviour.				
Course enrolment requirements and entry competences required for the course	Speaking and writing fluency in English				
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	1. Define terms new media and digital technologies as new platforms of human communication. 2. Analyse human-technology interaction by using appropriate models. 3. Develop a model of specific technology acceptance on a specific user population. 4. Define context of internet on human behaviour. 5. Evaluate communication supported technology.				
Course content broken down in detail by weekly class schedule (syllabus)	1. New media and digital technologies (2L+2S) 2. Human-Technology Interaction (3L+3S) 3. Models of technology acceptance (3L+3S) 4. The Psychology of the internet (2L+2S) 5. New communication supported technologies influence on human behaviour (3L+3S) 6. Human and artificial intelligence (2L+2S)				
Format of instruction	☒ lectures ☒ seminars and workshops ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work	☒ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)			
Student responsibilities	Class attendance, completion of week assignments, writing a seminar.				
Screening student work (*name the*	Class attendance	1	Research		Practical training	

proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Experimental work		Report		(Other)	
	Essay		Seminar essay	2	(Other)	
	Tests		Oral exam		(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Class activity enrolment (10%), Weekly assignments (30%), Seminar (60%)					

	Title	**Number of copies in the library***	**Availability via other media**
Required literature (available in the library and via other media)	1. Manovich, L. (2001). *The Language of New Media*. MIT Press.	0	course teacher
	2. Preece, J. et. Al. (1994). *Human-Computer Interaction*. Addison-Wesley Longman Ltd.	0	course teacher
	3. Lazar, J. et. Al. (2008). *Research Methods in Human-Computer Interaction*. Wiley.	0	course teacher
	4. Wallace, P. (2015). *The Psychology of the Internet*. Cambridge University Press.	0	course teacher

Optional literature (at the time of submission of study programme proposal)	1. Jenkins, H. (2008). *Convergence Culture: Where Old and New Media Collide*. NYU Press. 2. Scott MacKenzie, I. (2013). *Human-Computer Interaction: an Empirical Research Perspective*. Elsevier.
Quality assurance methods that ensure the acquisition of exit competences	The quality of the course and acquisition of exit competencies is monitored by the student annual evaluation, exam success, the periodic independent external evaluation of the program and the periodic internal evaluation of the annual syllabus and examination procedures
Other (as the proposer wishes to add)	* Literature is in the process of being acquired for the library; currently available from course teacher

3. STUDY PERFORMANCE CONDITIONS

3.1. Places of the study performance

Buildings of the constituent part (name existing, under construction and planned buildings)	
Identification of building	*Zgrada Filozofskog fakulteta* (Building of Faculty of Humanities and Social Sciences Split)
Location of building	Poljička cesta 35, Split
Year of completion	1991, adaptation in 2018
Total square area in m^2	5217.00 m2

3.2. List of teachers and associate teachers

Course	Teachers and associate teachers
Academic Skills	Darko Hren, PhD, associate professor
Anatomy and Physiology of Central Nervous System	Renata Pecotić, PhD, associate professor
Anthropology	Lynette Šikić-Mićanović, PhD
Behavioural Addictions	Maja Ljubetić, PhD, full professor / Toni Maglica, PhD
Biological Foundations of Psychological Processes	Andreja Bubić, PhD, associate professor / Goran Kardum, PhD, full professor
Child and Creativity	Tonća Jukić, PhD, associate professor / Sani Kunac
Educational Psychology	Andreja Bubić, PhD, associate professor / Bruno Barać
Emotion and Motivation	Ina Reić Ercegovac, PhD, associate professor / Katija Kalebić Jakupčević, PhD
Ethics in Psychology	Darko Hren, PhD, associate professor
Philosophy	Bruno Ćurko, PhD, assistant professor
Philosophical Counselling	Bruno Ćurko, PhD, assistant professor
Group processes	Leila Selimbegović, PhD, associate professor
Inclusive Environments	Ivana Batrelo Kokić, PhD, full professor
Intelligence, Thinking and Language	Andreja Bubić, PhD, associate professor
Interpersonal and Communication Skills	Darko Hren, PhD, associate professor
Introspection	Ljudevit Hanžek, PhD, assistant professor
Clinical Psychology	Vesna Antičević, PhD, assistant professor / Irena Mišetić / Linda Lušić Kalcina
Qualitative Research Designs	Darko Hren, PhD, associate professor
Quantitative Research Designs	Darko Hren, PhD, associate professor
Media Psychology	Andreja Bubić, PhD, associate professor / Nelija Rudolfi
Violence in Close Relationships	Ina Reić Ercegovac, PhD, associate professor / Katija Kalebić Jakupčević, PhD
Neuropsychology	Goran Kardum, PhD, full professor
New Methodological Practices in Research in Psychology	Andreja Bubić, PhD, associate professor
Adult Education	Morana Koludrović, PhD, assistant professor
Basics of Psychometric	Ana Proroković, PhD, full professor / Ana Šimunić, PhD, assistant professor
Partnership between Family and Local Community	Maja Ljubetić, PhD, full professor
Perception, Learning and Memory	Andreja Bubić, PhD, associate professor
Eating Disorders	Ina Reić Ercegovac, PhD, associate professor / Katija Kalebić Jakupčević, PhD
History of Psychology	Goran Kardum, PhD, full professor

Prevention of Behavioural Problems	Maja Ljubetić, PhD, full professor / Toni Maglica, PhD
Attachment across the Life-span	Ina Reić Ercegovac, PhD, associate professor
Professional Skills and Career Planning	Ina Reić Ercegovac, PhD, associate professor
Judgement and Decision Making	Andreja Bubić, PhD, associate professor
Psychology of Music	Snježana Dobrota, PhD, associate professor / Ina Reić Ercegovac, PhD, associate professor
Personality	Zvjezdan Penezić, PhD, full professor
Work and Organizational Psychology	Zoran Sušanj, PhD, full professor
Psychology of Religion	Goran Kardum, PhD, full professor
Psychology of Self	Andreja Bubić, PhD, associate professor
Psychology of Sexuality	Marina Nekić, PhD, associate professor
Psychology of Sport and Exercising	Boris Milavić, PhD, assistant professor / Doris Matošić, PhD
Psychology of Art	Andreja Bubić, PhD, associate professor
Psychological Aspects of Digital Media	Nikola Marangunić, PhD, assistant professor
Applied Research Methods I	Ina Reić Ercegovac, PhD, associate professor / Bruno Barać
Applied Research Methods II	Goran Kadrum, PhD, full professor / Bruno Barać
Psychopathology	Tomislav Franić, PhD, assistant professor / Nikolina Vrljičak Davidović
Understanding the Childhood	Anita Mandarić Vukušić, PhD
Developmental Psychology of Childhood and Adolescence	Ina Reić Ercegovac, PhD, associate professor / Bruno Barać
Developmental Psychology of Adulthood and Aging	Ina Reić Ercegovac, PhD, associate professor / Katija Kalebić Jakupčević, PhD
Developmental Psychopathology	Ina Reić Ercegovac, PhD, associate professor / Katija Kalebić Jakupćević, PhD / Bruno Barać
Parenting in Life-span Perspective	Maja Ljubetić, PhD, full professor / Ina Reić Ercegovac, PhD, associate professor
Social Psychology	Darko Hren, PhD, associate professor
Sociology	Zorana Šuljug Vučica, PhD, assistant professor
Statistics I	Andreja Bubić, PhD, associate professor / Bruno Barać
Statistics II	Goran Kardum, PhD, full professor
Stress at Workplace	Ana Slišković, PhD, associate professor
Consciousness	Goran Kardum, PhD, full professor
Introduction to Research Methods	Goran Kardum, PhD, full professor
Introduction to Psychology	Darko Hren, PhD, associate professor
Bachelor Thesis	All assistant, associate or full professors that participate in Study programme
Health Psychology	Vesna Antičević, PhD, assistant professor / Irena Mišetić
Child Abuse and Neglect	Ina Reić Ercegovac, PhD, associate professor / Katija Kalebić Jakupčević, PhD

3.3. Curriculum vitae of the course teacher

First and last name and title of teacher	Vesna Antičević, PhD, assistant professor
The course he/she teaches in the proposed study programme	Clinical Psychology Health Psychology
GENERAL INFORMATION ON COURSE TEACHER	
Address	Podčelina 47 Strožanac Donji
Telephone number	0958630574
E-mail address	vesna.anticevic@ozs.unist.hr
Personal web page	-
Year of birth	1965
Scientist ID	336020
Research or art rank, and date of last rank appointment	Research Asociate
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Assistant professor, 2014.
Area and field of election into research or art rank	Social sciences; psychology; clinical and health psychology
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	University of Split, University Department for Health Studies
Date of employment	May 1, 2014
Name of position (professor, researcher, associate teacher, etc.)	Assistant professor
Field of research	Clinical and health psychology
Function	
INFORMATION ON EDUCATION – Highest degree earned	
Degree	Phd
Institution	University of Zagreb, Department of Psychology
Place	Zagreb
Date	2012.
INFORMATION ON ADDITIONAL TRAINING	
Year	2004.
Place	Zagreb
Institution	University of Zagreb, Department of Psychology
Field of training	Clinical psychology
INFORMATION ON ADDITIONAL TRAINING	
Year	2007.-2012
Place	Zagreb
Institution	European Association for Behavioural and Cognitive Therapies (Croatian Association for Behavioural and Cognitive Therapies)
Field of training	Cognitive Behavioural Therapies
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English 4
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German 2
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme	-Biological basis of behaviour (course teacher), nursing, bachelor degree

where it is/was offered, and level of study programme)	- Development through the Lifespan (course teacher), nursing, bachelor degree -Psychology of disability(course teacher), physiotherapy, bachelor degree -Communication and clinical assessment (course teacher), nursing, master degree -Health psychology(course teacher), nursing, bachelor degree -Communication skills (course teacher), nursing, bachelor degree -Clinical care of psychiatric patients (course teacher), nursing, bachelor degree -Clinical care of persons with disabilities (course teacher), nursing, bachelor degree - Psychology of Education (lecturer), Faculty of Humanities and Social Studies, master degree - Psychological Medicine I (lecturer) Medical Studies in English, integrated study - Psychological Medicine II (lecturer) Medical Studies in English, integrated studies - Psychiatry (lecturer) Medical Studies in English, integrated studies
Authorship of university/faculty textbooks in the field of the course	
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	1. Antičević, V., Šošić, S., Britvić, D. (2019). Emotional competence and coping mechanisms in Croatian women with Borderline personality disorder: the role of attachment. *Psychiatria Danubina*, 31, 1; 88-94 doi:10.24869/psyd.2019.88 2. Antičević, V., Jokić Begić, N., & Britvić, D. (2017). Sexual self-concept, sexual satisfaction and attachment among single and coupled individuals. *Personal relationships*, 24, 4, 858-868. doi:10.1111/pere.12217. 3. Jokić-Begić, N., Altabas, V., Antičević, V. et al. (2017). Croatia Needs a Gender Incongruence Diagnosis for Prepubertal Children. *Archives of sexual behavior*, 46, 8, 2507-2508. doi:10.1007/s10508-016-0906-0 4. Britvić, D., Antičević, V., & Klepac, N. (2016). Comparison of sleep disturbances in post-traumatic stress disorder and depression patients. *Acta clinica Croatica*, 55, 3, 396-401. doi:10.20471/acc.2016.55.03.07 5. Antičević, V. (2015). Privrženost i seksualno samopoimanje u oblikovanju seksualnog zadovoljstva i zadovoljstva partnerskom vezom – pregled istraživanja. *Liječnički vjesnik*, 137, 41-46.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	1. Janković, S., Koren, S., Šarić, M., Orlandini, R., Antičević, V., Švaljug, D., Buljubašić, A. (2018). The Croatian Model of University Education for Nurses. *International Archives of Nursing and Health Care*, 4, 2; 1-4. doi:10.23937/2469-5823/1510093 2. Antičević, V., Sindik, J., Klarin, M., Đogaš, V., Stipčić, A., Kardum, G., Barač, I., Zoranić, S., Perković Kovačević, M. (2018). Effects of social skills training among freshman undergraduate nursing students: a

	randomized controlled trial. *Medica Jadertina*, 48, 1-2, 23-32.
	3. Klarin, M., Antičević, V., Kardum, G., Proroković, A., Sindik, J. (2017). Communication and Social Skills in Education of Health Occupation Students: Attitudes and Validation on Nationwide Parallel Group Randomized Study. *Suvremena psihologija*, 20, 1, 39-52.
	4. Čeko, J., Antičević, V., & Stipčić, A. (2015). Zadovoljstvo studijem i percepcija profesionalnih perspektiva studenata zdravstvenih studija. *Sestrinski glasnik,* 20, 3, 196-201. doi:10.11608/sgnj.2015.20.041
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	1. Professional standards and standards of qulifications and improving the health study programmes
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	Faculty of Humanities and Social Studies, Department of Psychology
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	-
Results of student evaluation taken in the last five years for the course that is comparable to the course described in the form (evaluation organizer, average grade, note on grading scale and course evaluated)	Positive, can be delivered on request.

First and last name and title of teacher	**Ivana Batarelo Kokić, PhD, full professor**
The course he/she teaches in the proposed study programme	Inclusive Environments
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, 21000 Split
E-mail address	batarelo@ffst.hr
Personal web page	http://marul.ffst.hr/~batarelo/dokuwiki
Year of birth	1972
Scientist ID	257575
Research or art rank, and date of last rank appointment	Scientific Advisor, 3. 12. 2017
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Full Professor, 22. 2. 2018
Area and field of election into research or art rank	Social sciences; Pedagogy
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	1.10.2008

Name of position (professor, researcher, associate teacher, etc.)	Full Professor
Field of research	Higher education
Function	Teacher
INFORMATION ON EDUCATION – Highest degree earned	
Degree	Ph.D.
Institution	Arizona State University
Place	Tempe, AZ, SAD
Date	9.12.2002
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English language (level 5)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian language (level 3)
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	*Virtual education* – core course, undergraduate studies of pedagogy, Faculty of Humanities and Social Sciences, University of Zagreb *Distance education* – core course, graduate studies of pedagogy, Faculty of Humanities and Social Sciences, University of Split *Pedagogy of children with special needs* – core course, teacher training program, Faculty of Humanities and Social Sciences, University of Split
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	1. Batarelo Kokić, I., & Rukavina, S. (2017). Learning from Digital Video Cases: How Future Teachers Perceive the use of Open Source Tools and Open Educational Resources. *Knowledge Cultures*, *5*(5). 2. Kokić, I. B., Kurz, T. L., & Novosel, V. (2016). In Kurbanoğlu, S., Špiranec, S., Grassian, E., Mizrachi, D., & Catts, R (eds.). Student Teachers' Perceptions of an Inclusive Future. In *European Conference on Information Literacy* (pp. 3-11). Springer, Cham. 3. Batarelo Kokić, I., & Kisovar-Ivanda, T. (2015). Impact of information and communications technology on education of adults with disabilities. *Školski vjesnik*, *63*(4), 501-514. 4. Macura Milovanović, S., Batarelo Kokic, I., Dzemidzic Kristiansen, S., Gera, I., Ikonomi, E. Kafedzic, L., Milic, T., Rexhaj, X., Spasovski, O., and Closs, A. (2014). Dearth of early education experience: a significant barrier to subsequent educational and social inclusion in the Western Balkans. *International Journal of Inclusive Education, 18*(1), 1-19.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	1. Kurz, T. L., Batarelo Kokić, I. (2014). Predilections on requisite pedagogical Content for mathematics and science video cases. *Technology, Instruction, Cognition and Learning, 9*(4), 275-293.
The name of the programme and the volume in which the main teacher passed exams in/acquired	1. Undergraduate study (Pedagogy, Faculty of Humanities and Social Sciences, University of Zagreb)

the methodological-psychological-didactic-pedagogical group of competences	2. Master studies (Educational Media and Computers, Arizona State University, USA) 3. Doctoral studies (Interdisciplinary PhD in Curriculum and Instruction, Arizona State University, USA)
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	1. DAAD Fellowship (KMRC, Tuebingen; 2005.-2006.) 2. Graduate Academic Scholarship (Arizona State University; 2000.-2001.)
Results of student evaluation taken in the last five years for the course that is comparable to the course described in the form (evaluation organizer, average grade, note on grading scale and course evaluated)	Positive, can be delivered on request

First and last name and title of teacher	**Andreja Bubić, PhD, associate professor**
The course he/she teaches in the proposed study programme	Biological Foundations of Psychological Processes Educational Psychology Statistics I Intelligence, Thinking and Language New Methodological Practices in Research in Psychology Perception, Learning and Memory Judgment and Decision Making Media Psychology Psychology of Art Psychology of the Self
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, 21 000 Split
Telephone number	
E-mail address	abubic@ffst.hr
Personal web page	http://www.ffst.unist.hr
Year of birth	28. 04.1978.
Scientist ID	264933
Research or art rank, and date of last rank appointment	Senior research associate, 6.06.2017.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Associate professor, 14.07.2017.
Area and field of election into research or art rank	Social sciences, Psychology
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	1.03.2011.
Name of position (professor, researcher, associate teacher, etc.)	Associate professor
Field of research	Psychology
Function	
INFORMATION ON EDUCATION – Highest degree earned	
Degree	Ph.D.
Institution	Faculty for Biosciences, Pharmacy and Psychology, University of Leipzig
Place	Leipzig, Germany

Date	10.10.2009.
INFORMATION ON ADDITIONAL TRAINING	
Year	2010.
Place	Boston, USA
Institution	Athinoula A. Martinos Center for Biomedical Imaging, Massachusetts General Hospital, Harvard Medical School, Boston, SAD
Field of training	Cognitive neuroscience
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English, 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German, 3
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	French, 3
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	- Statistics in psychology (Undergraduate Studies in Psychology, Faculty of Humanities and Social Sciences, University of Zagreb) - Statistics in pedagogy (Teacher Education Studies and Graduate Studies in Pedagogy, Faculty of Humanities and Social Sciences, University of Split) - Evolutionary and biological foundations of behaviour (Graduate Studies in Pedagogy, Faculty of Humanities and Social Sciences, University of Split) - Educational psychology (Graduate Studies in Pedagogy, Faculty of Humanities and Social Sciences, University of Split) - Psychology of learning and teaching (Teacher Education Studies, Faculty of Humanities and Social Sciences, University of Split) - Judgment and decision making (Undergraduate Studies in Pedagogy, Faculty of Humanities and Social Sciences, University of Split) - Thinking and language (Department of Psychology, University of Zadar)
Authorship of university/faculty textbooks in the field of the course	1. Bubić, A. (2015). *Osnove statistike u društvenim i obrazovnim znanostima*. Split: Filozofski fakultet.
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most) *Note: teacher (or co-teacher) in Biological Foundations of Psychological Processes, Educational Psychology, Statistics I, Intelligence, Thinking and Language, New Methodological Practices in Research in Psychology, Perception, Learning and Memory, Judgment and Decision Making, Media Psychology, Psychology of Art, Psychology of the Self*	1. Mandarić Vukušić, A., & Bubić, A. (2019). Self-monitoring and self-evaluation in educator profession. In Pires, M.V., Mesquita, C., Lopes, R.P., Santos, E.M.S.G., Patricio, R., & Castanheira, L. (Eds.), IV Encontro Internacional de Formação na Docência (INCTE)/ *4th International Conference on Teacher Education (INCTE)* (pp.767-778). Bragança: Instituto Politecnico de Braganca, Escola Superior de Educacao. 2. Sušac, A., Bubić, A., Planinić, M., Movre, M., & Palmović, M. (2019). Role of diagrams in problem solving: An evaluation of eye-tracking parameters as a measure of visual attention. *Physical Review Physics Education Research*, 15 1; 013101-1 doi:10.1103/PhysRevPhysEducRes.15.013101

3. Erceg, N., Galić, Z., Bubić, A. (2018). The psychology of economic attitudes – Moral foundations predict economic attitudes beyond socio-demographic variables. *Croatian economic survey,* 20, 1; 37-70 doi:10.15179/ces.20.1.2

4. Bubić, A., Erceg, N. (2018). Znamo li što nas čini sretnima? Važnost laičkih uvjerenja o uzrocima sreće i vrijednosti za doživljaj sreće. *Primenjena psihologija,* 11, 3; 345-364 doi:10.19090/pp.2018.3.345-364

5. Sušac, A., Bubić, A., Kazotti, E., Planinić, M., & Palmović, M. (2018). Student understanding of graph slope and area under a graph: A comparison of physics and nonphysics students. *Physical Review Physics Education Research*, 14, 2; 020109-1. doi:10.1103/PhysRevPhysEducRes.14.020109

6. Bubić, A. (2018). Prediktori očekivanja o profesionalnim ishodima kod studenata odgojiteljskih, učiteljskih i nastavničkih studija. *Društvena istraživanja: časopis za opća društvena pitanja,* 26, 499-518.

7. Bubić, A., Erceg, N. (2018). The role of decision making styles in explaining happiness. *Journal of Happiness Studies,* 19, 1, 213-229. doi:10.1007/s10902-016-9816-z

8. Erceg, N., Bubić, A. (2017). One test, five scoring procedures: different ways of approaching the cognitive reflection test. *Journal of Cognitive Psychology*, 29, 3, 381-392. doi: 10.1080/20445911.2016.1278004

9. Bubić, A. (2017). The relevance of self-evaluations for students' career optimism. *Journal of Employment Counseling*, 54, 3, 100-114. doi: 10.1002/joec.12059

10. Bubić, A., Sušac, A., Palmovic, M. (2017). Observing individuals viewing art: The effects of titles on viewers' eye-movement profiles. *Empirical Studies of the Arts*, 35, 2, 194-213. doi: 10.1177/0276237416683499

11. - Sušac, A., Bubić, A., Martinjak, P., Planinić, M., Palmović, M. (2017). Graphical representations of data improve student understanding of measurement and uncertainty: An eye-tracking study. *Physical Review Physics Education Research,* 13, 2, 020125-1. doi:10.1103/PhysRevPhysEducRes.13.02012

12. Mišetić, I., & Bubić, A. (2017). Hrvatski prijevod Upitnika kognitivne emocionalne regulacije – skraćeni oblik. *Klinička psihologija,* 9, 2; 1-18 doi:10.21465/2016-KP-2-0003

13. Bubić, A. (2017). The influence of considering the past, present, and future on college satisfaction. *Time & society,* 26, 2; 227-243 doi:0.1177/0961463X15577278

14. Bubić, A., & Jukić, T. (2017). Jedna lasta (ne) čini proljeće: perspektiva pojedinca u kontekstu

	održivoga razvoja. *Napredak : časopis za pedagogijsku teoriju i praksu,* 158, 3; 271-289.
	15. Polić, B., Bubić, A., Meštrović, J., Markić, J., Kovačević, T., Antončić Furlan, I., Utrobičić, I., & Kolčić, I. (2017). Emotional and behavioral outcomes and quality of life in school-age children born as late preterm: retrospective cohort study. *Croatian medical journal,* 58, 5; 332-341 doi:10.3325/cmj.2017.58.33 2.
	16. Bubić, A., & Tošić, A. (2016). The relevance of parents' beliefs for their involvement in children's school life. *Educational studies,* 42, 5; 519-533 doi:10.1080/03055698.2016.1230049
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	1. Reić Ercegovac, I., Koludrović, M., Bubić, A. (2018). Percipirana sigurnost u školi i razredno-nastavno ozračje kao prediktori doživljavanja nasilnih ponašanja. *Napredak,* 159, 1-2; 31-52.
	2. Bubić, A., Goreta, I. (2015). Akademske i socijalne odrednice općeg zadovoljstva školom. *Psihologijske teme*, 24, 3, 473-493.
	3. Ljubetić, M., Bubić, A. (2015). Kvalitetno ozračje – preduvjet kvalitetnog studiranja (studentska perspektiva). *Školski vjesnik,* vol. 2: 209-220.
	4. Bubić, A., Ljubetić, M. (2013/2014). Izgradnja kulture kvalitete na Filozofskom fakultetu i drugim institucijama visokog obrazovanja u Hrvatskoj: Dosadašnja iskustva i izazovi. *Zbornik radova Filozofskog fakulteta u Splitu,* 6-7: 207-221.
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	1. Erasmus+ project "TaSDi-PBS" (2016 - 2018)
	2. Erasmus+ project "Commix" (2016 - 2018)
	3. Marie Sklodowska-Curie project MIROR: Methods in research on research (2016 -)
	4. Erasmus+ project "Boys reading" (2014-2016)
	5. Croatian science foundation project "Implicit personality as a predictor of work behavior: The case of aggression and power motive" (2014 - 2018)
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	- Graduate Studies of Psychology (teacher education), Faculty of Humanities and Social Sciences, University of Zagreb - Education "Learning outcomes in higher education", Faculty of Humanities and Social Sciences, University of Split - Education "Integrating blind and weak-sighted persons in higher education", Faculty of Humanities and Social Sciences, University of Split
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	"Zlatna značka Ramira Bujasa" award for the best graduate thesis in psychology for academic year 2002/2003, Faculty of Humanities and Social Sciences, University of Zagreb
Results of student evaluation taken in the last five years for the course that is comparable to the course described in the form (evaluation organizer, average grade, note on grading scale and course evaluated)	Above average, can be delivered on request.

First and last name and title of teacher	Bruno Ćurko, PhD, assistant professor
The course he/she teaches in the proposed study programme	Philosophy, Philosophical Counselling
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, 21000 Split
Telephone number	00385 (0) 21/541-928
E-mail address	bcurko@ffst.hr
Personal web page	www.petit-philosophy.com
Year of birth	1973.
Scientist ID	286103
Research or art rank, and date of last rank appointment	Research Associate, 20.12. 2012.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Assistant professor, Sveučilište u Splitu, Filozofski fakultet.14.02. 2017.
Area and field of election into research or art rank	Humanities, philosophy
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Filozofski fakultet Sveučilišta u Splitu
Date of employment	15.02.2017.
Name of position (professor, researcher, associate teacher, etc.)	A teacher in the scientific-educational title of assistant professor
Field of research	Philosophy of education, critical thinking, ethics
Function	University teacher of: philosophy of education, critical thinking, philosophy with children etc.
INFORMATION ON EDUCATION – Highest degree earned	
Degree	Doctor of Philosophy
Institution	University in Zagreb
Place	Zagreb
Date	30.04. 2012.
INFORMATION ON ADDITIONAL TRAINING	
Year	
Place	
Institution	
Field of training	
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English 4
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Latin 4
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Philosophy of education, critical thinking, philosophy with children, Logic, Early modern philosophy, Introduction to philosophy, Ethics, Didactics of philosophy.
Authorship of university/faculty textbooks in the field of the course	-

Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	1. Ćirić, Josip; Ćurko, Bruno „Happy in Oceania? " In: *1984 and Philosophy: Is Resistance Futile?* Open Court House, 2018. 2. Bruno Ćurko: Kritičko mišljenje u nastavi filozofije, logike i etike, Zagreb: HFD; 2017. 3. Prisutnost Jurja Dragišića u digitalnom svijetu, u: Juraj Dragišić život i djela, Banić Panić, Ćurko B., Girardi-Karšulin M. Martinović I. (ur), Zagreb: Institut za filozofiju, 2016. str. 373-396. 4. Juraj Dragišić život i djela, Banić Panić, Ćurko B., Girardi-Karšulin M. Martinović I. (ur), Zagreb: Institut za filozofiju, 2016. 5. Ćurko, Bruno; Strahovnik, Vojko. „Play as a way to developing critical thinking in ethics education", u „Play around the World", Debrecen: University of Debrecen, 2016.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	1. Philosophical Education, An Overview of", u *Encyclopedia of Educational Philosophy and Theory* (Michael A. Peters, ed), Springer, 2016. 2. „Socratic Dialogue in Education" u *Encyclopedia of Educational Philosophy and Theory* (Michael A. Peters, ed), Springer, 2016. 3. Ćurko, Bruno; Feiner, Franz; Gerjolj, Stanko; Juhant, Janez; Kreß, Kerstin; Mazzoni, Valentina; Mortari, Luigina; Pokorny, Svenja; Schlenk, Evelyn; Strahovnik; Vojko. *Ethics and Values Education - Manual for Teachers and Educators*, Ljubljana: Project: ETHIKA - Ethics and values education in schools and kindergartens, 2015. 4. Ćurko, Bruno; Strahovnik, Vojko. "Ethics Education and Critical Thinking" u *Mathematical Education - Proceedings of national conference 2015.* / Mikaelian H.S., (ur.). Yerevan, Armenia: Yerevan State University Council, 2015. Str. 193-197. 5. Ćurko, Bruno. „Riječ unaprijed – Što je filozofiji odgoj danas? " u Vrč i šalica. Filozofijska vivisekcija problemâ odgoja i obrazovanjai, Krznar, Tomislav; Filipović, Nikolina Iris (ur.). Zagreb : Učiteljski fakultet Sveučilišta u Zagrebu, 2015. Str. 15-24.
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	1. Hrvatska filozofija i znanost od 12. do 20. st. (2014.-2018.) 2. ETHIKA – Ethics and Values Education in Schools and Kindergartens (Erasmus Plus K2; 2014.-2017.) 3. LITTLE – LearnIng Together To Live Together: Teachers leading Ethical Education for an Inclusive society (Erasmus Plus K2; 2016.-2019.) 4. AVAL – ADDED VALUE LEARNING FOR PRESCHOOL TEACHERS & PEDAGOGICAL COORDINATORS (Erasmus Plus K2; 2017.-2019.) 5. INTEGRATING ETHICS OF SPORT IN SECONDARY SCHOOL CURRICULUM (Erasmus Plus K2; 2017.-2019.)
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	Study of philosophy, Latin language and Roman literature at the Faculty of Philosophy in Zadar, University of Split

PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	-
Results of student evaluation taken in the last five years for the course that is comparable to the course described in the form (evaluation organizer, average grade, note on grading scale and course evaluated)	Students evaluations from 4.7- 4.9

First and last name and title of teacher	Snježana Dobrota, PhD, associate professor
The course he/she teaches in the proposed study programme	Psychology of Music
GENERAL INFORMATION ON COURSE TEACHER	
Address	Matije Gupca 8, 21000 Split
Telephone number	098 770888
E-mail address	dobrota@ffst.hr
Personal web page	
Year of birth	1972.
Scientist ID	221143
Research or art rank, and date of last rank appointment	Scientific advisor, 11.10.2019.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Associate professor, 4. 4. 2014.
Area and field of election into research or art rank	Social sciences, pedagogy, special pedagogies
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences University of Split
Date of employment	1997.
Name of position (professor, researcher, associate teacher, etc.)	Professor
Field of research	Didactics of music
Function	Head of the Didactics' Chair
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	Faculty of Humanities and Social Sciences University of Zagreb
Place	Zagreb
Date	2008.
INFORMATION ON ADDITIONAL TRAINING	
Year	
Place	
Institution	
Field of training	
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian language
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English language, 5

Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian language, 3
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Music courses on the Faculty of Humanities and Social Sciences University of Split; Psychology of Music, Music Academy University of Pula
Authorship of university/faculty textbooks in the field of the course	1. Dobrota, S. i Reić Ercegovac, I. (2016) *Zašto volimo ono što slušamo: glazbeno-pedagoški i psihologijski aspekti glazbenih preferencija.* Split: Filozofski fakultet Sveučilišta u Splitu.
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	1. Dobrota, S., Reić Ercegovac, I., & Kalebić Jakupčević, K. (2017). Odnos percepcije humora u glazbi i nekih osobina ličnosti. *Theoria,* 19 (19), 38-54. 2. Dobrota, S.; Reić Ercegovac, I. (2017). Music preferences with regard to music education, informal influences and familiarity of music. *British Journal of Music Education, 34* (1), 41-55. doi: 10.1017/S0265051716000358 3. Dobrota, S. (2016). Teorijski modeli glazbenih preferencija: glazbeno-pedagoške implikacije. *9. Međunarodni simpozij Muzika u društvu,* Sarajevo 23.-26.10.2014., Sarajevo: Muzikološko društvo Federacije Bosne i Hercegovine i Muzička akademija u Sarajevu. 4. Dobrota, S. & Reić-Ercegovac, I. (2015). The relationship between music preferences of different mode and tempo and personality traits – implications for music pedagogy. *Music Education Research,* 17 (2), 234-247. 5. Reić Ercegovac, I., Dobrota, S., & Kuščević, D. (2015). Relationship between music and visual art preferences and some personality traits. *Empirical Studies of the Arts,* 33(2), 207-227.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	1. Dobrota, S. (2017). Nastava glazbe u kontekstu Cjelovite kurikularne reforme u Hrvatskoj. *19. Pedagoški forum scenskih umjetnosti,* Beograd, 30.9.-2.10.2016. Beograd: Fakultet muzičke umetnosti. 2. Dobrota, S. (2016). Povezanost između interkulturalnih stavova studenata i preferencija glazbi svijeta. *Život i škola: časopis za teoriju i praksu odgoja i obrazovanja,* 62 (1), 209-220. 3. Dobrota, S. (2016). Stavovi studenata prema umjetničkoj glazbi i glazbenoj nastavi. *Školski vjesnik. Časopis za pedagogijsku teoriju i praksu, 65,* 33-47. 4. Dobrota, S. (2016). Nastava glazbe u kontekstu formalnog i informalnog učenja. *Zbornik znanstvenih radova s Međunarodne znanstvene konferencije Globalne i lokalne perspektive pedagogije,* Osijek, 27.-28.10.2016., Filozofski fakultet Sveučilišta J. J. Strossmayera u Osijeku i Department of Child Education, Faculty of Child and Adult Education Sveučilišta u Debrecenu, Mađarska, 18-27. 5. Dobrota, S. (2016). Utjecaj različitih faktora na razvoj glazbenih preferencija. *Prvi međunarodni znanstveni i*

	umjetnički simpozij o pedagogiji u umjetnosti Umjetnik kao pedagog pred izazovima suvremenog odgoja i obrazovanja. Osijek, 17. i 18. listopada 2014. Osijek: Umjetnička akademija u Osijeku.
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	-
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	BSc in Music pedagogy, MSc in Music pedagogy, PhD in pedagogy
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	-
Results of student evaluation taken in the last five years for the course that is comparable to the course described in the form (evaluation organizer, average grade, note on grading scale and course evaluated)	Positive, can be delivered on request.

First and last name and title of teacher	**Tomislav Franić, MD, PhD, assistant professor**
The course he/she teaches in the proposed study programme	Psyhopathology
GENERAL INFORMATION ON COURSE TEACHER	
Address	AB Šimića 23, Split 21 000
Telephone number	+385 95 900 9003
E-mail address	tomislav.franic@mefst.hr
Personal web page	-
Year of birth	1972
Scientist ID	334694
Research or art rank, and date of last rank appointment	Scientific associate 10. Dec 2012.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Assistant prof. 8. Nov 2012. From 17. Nov 2016. part time employed assistant prof Medical school University of Split
Area and field of election into research or art rank	Scientific area biomedicine and health, field basic medical sciences, branch psychiatry
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	KBC Split/Medical School University of Split
Date of employment	KBC Split 19. Mar 2001./ Medical School University of Split 17. Nov 2016.
Name of position (professor, researcher, associate teacher, etc.)	Clinician/assistant professor
Field of research	Psychiatry

Function	Child and Adolescent Psychiatry, Head of unit, KBC Split/ International collaboration Department of Psychiatry, Medical School University of Split
INFORMATION ON EDUCATION – Highest degree earned	
Degree	MD
Institution	Medical School University of Zagreb
Place	Zagreb
Date	18 Dec 1996
INFORMATION ON ADDITIONAL TRAINING	
Year	2014.
Place	Split
Institution	Department of Psychiatry Clinical Centre Split
Field of training	Consultant Child and Adolescent Psychiatrist Board licenced
Year	2012
Place	Split
Institution	Medical School University of Split
Field of training	PhD Thesis: Psychosocial characteristics of suicidal ideations in early adolescence
Year	2009.
Place	Zagreb
Institution	Croatian Society for Psychological help in cooperation with Netherland Centre for Social Development under auspices of Queen of Netherland
Field of training	Education in Psychosocial Treatment of Domestic Offenders, therapist certified by Ministry of Law (4 full two-days workshops)
Year	2009.
Place	Zagreb
Institution	Croatian Association for Behaviour and Cognitive Therapy, Zagreb
Field of training	Education from BCT I & II level
Year	2007.
Place	Zagreb
Institution	Medical School University of Zagreb
Field of training	Postgraduate specialist study "Child and Adolescent Psychiatry"
Year	2005.
Place	Split
Institution	Department of Psychiatry Clinical Centre Split
Field of training	Consultant Psychiatrist board licenced
Mother tongue and foreign language	
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Croatian 5 English 4
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Up to 200 hours of teaching psychiatry in Nursing school Teaching psychiatry to medicine students Teaching paediatric to medicine students Teaching elective course Brain and addiction to medicine students Teaching elective course Aspirin for headache, what about psych ache? Teaching psychiatry to nursing students Teaching psychiatry to students of physiotherapy Teaching at specialist study Probation treatments, interdisciplinary cooperation among different Schools on Split University

	Teaching Forensic Child and Adolescent Forensic Psychiatry at CSI Study in Split Teaching Forensic Child and Adolescent Forensic Psychiatry at Postgraduate Specialist Course "Medicine and Law" at Faculty of Law, University of Split Teaching at Scientific PhD Study at School of Kinesiology, University of Split Teaching at Art academy, University of Split, to students of painting, 30 hours course Psychodynamic development of personality and art expression
Authorship of university/faculty textbooks in the field of the course	1. Early adolescence, Emergencies, Transition, Gratification disorders, Sleep disorders in Psychopathology of childhood and adolescence edited by Katarina Dodig Ćurković, Nova svjetla grada i Medicinski fakultet Sveučilišta u Osijeku, Osijek 2013. (in Croatian) University Textbook, Osijek 2. Emergencies in psychiatry Franić T, in Emergencies in paediatry edited by Mestrovic J, Medicinska Naklada Zagreb, 2011, pp 525-34. (in Croatian) University Textbook, Split, Zagreb, Rijeka 3. Sucidal behaviour in adolescence and association with parental war involvement, in Suicidology, edited by Marcinko D, Medicinska naklada, Zagreb, 2011, pp 251-53. (in Croatian) University Textbook, Zagreb
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	1. Signorini G, Singh SP, Marsanic VB, Dieleman G, Dodig-Curkovic K, Franic T, Gerritsen SE, Griffin J, Maras A, McNicholas F, O'Hara L, Purper-Ouakil D, Paul M, Russet F, Santosh P, Schulze U, Street C, Tremmery S, Tuomainen H, Verhulst F, Warwick J, de Girolamo G, MILESTONE Consortium. (2018). The interface between child/adolescent and adult mental health services: results from a European 28-country survey. *European child & adolescent psychiatry*, PubMed PMID: 29368253. 2. Stevanovic D, Jafari P, Knez R, Franic T, Atilola O, Davidovic N, Bagheri Z, Lakic A. (2017). Can we really use available scales for child and adolescent psychopathology across cultures? A systematic review of cross-cultural measurement invariance data. *Transcultural psychiatry*, 54(1):125-52. PubMed PMID: 28157447. 3. Stevanovic D, Bagheri Z, Atilola O, Vostanis P, Stupar D, Moreira P, Franic T, Davidovic N, Knez R, Niksic A, Dodig-Curkovic K, Avicenna M, Multazam Noor I, Nussbaum L, Deljkovic A, Aziz Thabet A, Petrov P, Ubalde D, Monteiro LA, Ribas R. (2017). Cross-cultural measurement invariance of the Revised Child Anxiety and Depression Scale across 11 world-wide societies. *Epidemiology and psychiatric sciences*, 26(4):430-40. PubMed PMID: 27353487. 4. Singh SP, Tuomainen H, Girolamo G, Maras A, Santosh P, McNicholas F, Schulze U, Purper-Ouakil D, Tremmery S, Franic T, Madan J, Paul M, Verhulst FC, Dieleman GC, Warwick J, Wolke D, Street C, Daffern C, Tah P, Griffin J, Canaway A, Signorini G, Gerritsen S, Adams L, O'Hara L, Aslan S, Russet F, Davidovic N, Tuffrey A, Wilson A, Gatherer C, Walker L, MILESTONE Consortium. (2017). Protocol for a cohort study of adolescent mental health service users with a nested cluster randomised controlled trial to assess the clinical and cost-effectiveness of managed transition in improving transitions from child to

	adult mental health services (the MILESTONE study). *BMJ open,* 7(10):e016055. PubMed PMID: 29042376.
	5. Signorini G, Singh SP, Boricevic-Marsanic V, Dieleman G, Dodig-Curkovic K, Franic T, Gerritsen SE, Griffin J, Maras A, McNicholas F, O'Hara L, Purper-Ouakil D, Paul M, Schulze U, Street C, Tremmery S, Tuomainen H, Verhulst F, Warwick J, de Girolamo G, Santosh P, MILESTONE Consortium. (2017). Architecture and functioning of child and adolescent mental health services: a 28-country survey in Europe. *The Lancet Psychiatry*, 4(9):715-24. PubMed PMID: 28596067.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	-
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	1. THE MILESTONE PROJECT: Managing the Link and Strengthening Transition from Child to Adult Mental Health Care 2. HEALTH.2013.3.1-1: Comparative effectiveness research (CER) in health systems and health services interventions. FP7-HEALTH-2013-INNOVATION-1 (Collaborative project Medium scale 6 000 000 Eur); head for RH team from 2014. 3. Ministry of Science Project: Psychotherapeutic program of treatment of war veterans with PTSD: leader Prof Goran Dodig (Project No 141-0000000-0068) 4. National Language Expert (NLE) United BioSource Company 5. EC External Expert Evaluator for HORIZON, Maria Skłodowska-Curie i ekspert and „la Caixa Foundation" https://obrasociallacaixa.org/de/ 6. Co-founder and member International Child Mental Health – Study Group (ICMH-SG) http://www.icmhsg.org/ 7. https://www.facebook.com/pages/International-Child-Mental-Health-Study-Group/423569974422042?id=423569974422042&sk=info ICMH-SG 8. Co-founder and member Autism Spectrum Disorder International Consortium (ASDIC)
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?	Professional development, presentation skills, communication skills, management in psychiatry, scientific publishing, making proposals for projects Croatian Psychiatric Association and Action for The Mental Health, Geneva, under mentorship of Professor Norman Sartorius and Professor Ana Marusic
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	Mar 11-17, 2012 OMI – Children's Hospital of Philadelphia Salzburg Seminar Excellent case presentation award Behavioural Paediatrics & Child Development Open Medical Institute, a Program of American-Austrian Foundation and Children's Hospital of Philadelphia Jun 19-25 2011 OMI - Weil Cornell Salzburg Psychiatry Seminar

	Excellent case presentation award CBT of psychoses, Transference focused psychotherapy of Borderline and Narcisstic personality disorders Open Medical Institute, a Program of American-Austrian Foundation and Weill Cornell university
Results of student evaluation taken in the last five years for the course that is comparable to the course described in the form (evaluation organizer, average grade, note on grading scale and course evaluated)	Positive, can be delivered on request.

First and last name and title of teacher	Ljudevit Hanžek, PhD, assistant professor
The course he/she teaches in the proposed study programme	Introspection
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 29, 21 000 Split
Telephone number	091 577 4650
E-mail address	ljuhan@ffst.hr
Personal web page	-
Year of birth	1986
Scientist ID	336663
Research or art rank, and date of last rank appointment	Research associate, 18/3/2016
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	
Area and field of election into research or art rank	Humanities, Philosophy
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculties of Humanities and Social Sciences, University of Split
Date of employment	19/12/2017
Name of position (professor, researcher, associate teacher, etc.)	Assistant Professor
Field of research	Philosophy
Function	
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD.
Institution	University of Zadar
Place	Zadar, Croatia
Date	7/7/2015
INFORMATION ON ADDITIONAL TRAINING	
Year	
Place	
Institution	
Field of training	
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian

Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (5)
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	-
Authorship of university/faculty textbooks in the field of the course	1. Hanžek, Ljudevit, and Škarica, Dario, *Priručni tekstovi iz epistemologije*, Filozofski fakultet Sveučilišta u Splitu, Split, 2015
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	1. Ljudevit Hanžek, Brentano on Self-Consciousness, (ed.) Berčić, Boran *Perspectives on the Self*, Rijeka: Sveučilište u Rijeci, 2017. str.171-187 2. Hanžek, Ljudevit (2016). Zimmermann o predmetu i metodama psihologije. Zbornik radova Filozofskog fakulteta u Splitu, 8/2015, 53-65.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	-
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	1. Free Will, Causality and Luck (Institute of Philosophy, Zagreb. Principal Investigator Dr. Filip Grgić)
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?	Master of education of Philosophy and English Language and Literature, Faculty of Humanities and Social Sciences, University of Split
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	-
Results of student evaluation taken in the last five years for the course that is comparable to the course described in the form (evaluation organizer, average grade, note on grading scale and course evaluated)	Positive, can be delivered on request.

First and last name and title of teacher	**Darko Hren, PhD, associate professor**
The course he/she teaches in the proposed study programme	Academic skills, Ethics in Psychology, Interpersonal and communication skills, Introduction to Psychology, Qualitative Research Designs, Quantitative Research Designs, Social Psychology
GENERAL INFORMATION ON COURSE TEACHER	
Address	Rendićeva 33, 21000 Split
Telephone number	0915001173
E-mail address	dhren@ffst.hr
Personal web page	-
Year of birth	1973

Scientist ID	277083
Research or art rank, and date of last rank appointment	Higher scientific associate (17.5.2019.)
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Associate Professor (25.9.2019.)
Area and field of election into research or art rank	Interdisciplinary field of science - educational sciences (psychology, pedagogy)
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	1.4.2009.
Name of position (professor, researcher, associate teacher, etc.)	Associate Professor
Field of research	research on research (meta-research), education
Function	-
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	Faculty of Humanities and Social Sciences, University of Zagreb
Place	Zagreb
Date	20.10.2008.
INFORMATION ON ADDITIONAL TRAINING	
Year	1998-2002
Place	Zagreb
Institution	Institute for Integrative Gestalt Therapy Würzburg
Field of training	Gestalt psychotherapy
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (5)
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Introduction to Scientific Literacy (Pedagogy - undergraduate) Introduction to Qualitative Methods in Education (Pedagogy - graduate) Psychology of teaching and learning (Pedagogy - undergraduate; Teacher Education - integrated bachelor and graduate) Psychology of Motivation and socialization in the Classroom (Pedagogy - graduate; Teacher Education - integrated undergraduate and graduate); Social psychology (Sociology - undergraduate; Pedagogy - graduate) Study Skills (Pedagogy - undergraduate); Effective Communication (Pedagogy - graduate); Introduction to Scientific Literacy (Pedagogy - undergraduate); Basic Statistics for Linguists (Humanistic Sciences - postgraduate) Statistical Analysis in Practice (Humanistic Sciences - postgraduate) Quasiexperimental and Nonexperimental Study Designs (Translational Research in Biomedicine and Epidemiology - postgraduate)

Authorship of university/faculty textbooks in the field of the course	1. Hren, D. (2016) *Interpretation of results*. In Marušić, M. (Ed.), Principles of Research in Medicine (2nd edition). Zagreb: Medicinska Naklada
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most) *Note: Course teacher in Academic skills, Ethics in Psychology, Interpersonal and communication skills, Introduction to Psychology, Qualitative Research Designs, Quantitative Research Designs, Social Psychology.*	1. Sharp, M., Bertizzolo, L., Rius, R., Wager, E., Gomez, G., Hren, D. (2019). Using the STROBE statement: survey findings emphasized the role of journals in enforcing reporting guidelines. *Journal of Clinical Epidemiology*, 116:26-35. **2.** Glonti, K., Cauchi, D., Cobo, E., Boutron, I., Moher, D., Hren, D. (2019). A scoping review on the roles and tasks of peer reviewers in the manuscript review process in biomedical journals. *BMC Medicine*, 17:118. 3. Superchi, C.; González, J.A.; Solà, I., ; Cobo, E.; Hren, D.; Boutron, I., (2019). Tools used to assess the quality of peer review reports: a methodological systematic review. *BMC Medical Research Methodology*, 19:48. *4.* Sharp, M., Tokalić, R., Gómez, G., Wager, E., Altman, D.G., Hren, D. (2019). A cross-sectional bibliometric study showed suboptimal journal endorsement rates of STROBE and its extensions. *Journal of Clinical Epidemiology*, 107:42-50. *5.* Smoljanović, T., Bohaček, I., Hannafin, J., Nielsen, H.B., Hren, D., Bojanić, I. (2018). Sport injuries in international masters rowers: a cross-sectional study. *Croatian Medical Journal*, 258-266. *6.* Glonti, K., Hren, D. (2018). Editors' perspectives on the peer-review process in biomedical journals: protocol for a qualitative study. *BMJ Open*, 8(10):e020568. 7. Sharp, M., Nyanchoka, L., Hren D. (2018). Every ROSE has its thorns. *Environmental Evidence*, 7:20. 8. Sharp, M., Hren, D., Altman, D. (2018). The STROBE Extensions: Considerations for Development. *Epidemiology*, 29:53-56. 9. Buljan, I., Malički, M., Wager, E., Puljak, L., Hren, D., Kellie, F., West, H., Alfirević, Ž., Marušić, A.(2018) Response to letter to the editor by McSween-Cadieux et al. *Journal of Clinical Epidemiology*, 100:133-134. 10. Buljan, I., Malički, M., Wager, E., Puljak, L., Hren, D., Kellie, F., West, H., Alfirević, Ž., Marušić, A. (2017). No difference in knowledge obtained from infographic or plain language summary of a Cochrane systematic review: three randomized controlled trials. *Journal of Clinical Epidemiology*, 97:86-94. 11. Sharp, M.K., Utrobičić, A., Gómez, G., Cobo, E., Wager, E., Hren, D. (2017) The STROBE extensions: protocol for a qualitative assessment of content and a survey of endorsement. *BMJ Open*, 7(10):e019043 **12.** Glonti, K., Cauchi, D., Cobo E., Boutron I., Moher D., Hren D. (2017). A scoping review protocol on the roles and tasks of peer reviewers in the manuscript review

process in biomedical journals. *BMJ Open*, 7(10):e017468

13. Pina, D.G., Hren, D., Marušić, A. (2015). Peer Review Evaluation Process of Marie Curie Actions under EU's Seventh Framework Programme for Research. *PLOS ONE,* 10(6):e0130753.

14. Smoljanovic, T., Bohacek, I., Hannafin, J.A., Terborg, O., Hren, D., Pecina, M., Bojanic, I. (2015). Acute and chronic injuries among senior international rowers: a cross-sectional study. *International Orthopaedics*, 39(8):1623-1630.

15. Marušić, A., Hren, D., Mansi B., Lineberry, N., Bhattacharya, A., Garrity, M., Clark, J., Gesell, T., Glasser, S., Gonzalez J., Hustad, C., Lannon M-M., Mooney, L.A., Peña, T. (2014). Five-Step Authorship Framework to Improve Transparency in Disclosing Contributors to Industry-sponsored Clinical Trial Publications. *BMC Medicine*, 12:197.

Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	-
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	1. Scientist-in-Charge Methods in Research on Research (MiRoR; Marie Slodowska Curie Actions, Horizon 2020, Innovative Training Networks) http://miror-ejd.eu/
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?-pedagoške kompetencije?	Graduate study programme in Psychology, University of Zagreb, Faculty for Humanities and Social Sciences
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	-
Results of student evaluation taken in the last five years for the course that is comparable to the course described in the form (evaluation organizer, average grade, note on grading scale and course evaluated)	Positive, can be delivered on request.

First and last name and title of teacher	**Tonća Jukić, Ph. D., assistant professor**
The course he/she teaches in the proposed study programme	Child and Creativity
GENERAL INFORMATION ON COURSE TEACHER	
Address	Hercegovačka 82, 21 000 Split
Telephone number	-
E-mail address	tjukic@ffst.hr

Personal web page	-
Year of birth	1978
Scientist ID	290210
Research or art rank, and date of last rank appointment	Higher Research Associate 7. 2. 2018.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Assistant Professor 28.6.2013.
Area and field of election into research or art rank	Social sciences, Pedagogy
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	20.12.2013.
Name of position (professor, researcher, associate teacher, etc.)	Assistant Professor
Field of research	Higher Education
Function	Teacher
INFORMATION ON EDUCATION – Highest degree earned	
Degree	Ph, D.
Institution	Faculty of Humanities and Social Sciences, University of Zagreb
Place	Zagreb
Date	16. 05. 2011.
INFORMATION ON ADDITIONAL TRAINING	
Year	2002./2003.
Place	Zagreb
Institution	Forum for freedom in Education
Field of training	Teaching methodology
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (5)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian (3)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Croatian
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Creativity as Pedagogical Challenge, Pedagogy, Undergraduate study Child and Creativity, Early Childhood Education, Graduate study
Authorship of university/faculty textbooks in the field of the course	-
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	1. Bubić, Andreja; Jukić, Tonća; Šijaković, Eni (2016). Čitanje kroz igru: važnost poticanja čitanja od najranije dobi. U: Ivon, H. i Mendeš, B. (ur.). *Zbornik radova znanstvene konferencije s međunarodnom suradnjom "Dijete, igra, stvaralaštvo"* / Split - Zagreb: Filozofski fakultet u Splitu; Savez društava "Naša djeca" Hrvatske, str. 53-64.

	2. Jukić, Tonća; Anđelić, Marija; Reškov, Mihaela (2015). Poimanje i poticanje kreativnosti u visokoškolskoj nastavi. U: Ivon, H. I Mendeš, B. (ur.) Kompetencije suvremenog učitelja i odgajatelja - izazov za promjene: znanstvena monografija = Competencies of modern teachers and educators - challenge for change. Split: Filozofski fakultet u Splitu, str. 25-34.
	3. Jukić, Tonća; Kostović-Vranješ, Vesna; Kunac, Sani (2015). Poticanje kreativnosti u visokoškolskoj nastavi s ciljem unaprjeđenja kvalitete života studenata. U: Kaljača, S.; Nikolić, M. (ur.). Unapređenje kvalitete života djece i mladih. Tematski zbornik (1 dio). Tuzla: Udruženje za podršku i kreativni razvoj djece i mladih i Edukacijsko-rehabilitacijski fakultet Univerziteta u Tuzli, str. 314-323.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	-
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	-
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?	Faculty of Science and Education University of Split, 6 teaching methodologies Forum for Freedom in Education, Project Reading and Writing for Critical Thinking (RWCT), (since 2006. leads workshops for teachers)
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	-
Results of student evaluation taken in the last five years for the course that is comparable to the course described in the form (evaluation organizer, average grade, note on grading scale and course evaluated)	Positive, can be delivered on request.

First and last name and title of teacher	**Goran Kardum, PhD, full professor**
The course he/she teaches in the proposed study programme	Applied Research Methods II, Biological Foundations of Psychological Processes, Consciousness, Hystory of Psychology, Introduction to Research Methods, Neuropsychology, Psychology of Religion, Statistics II.
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička 35
Telephone number	++385 91 44 33 898
E-mail address	gkardum@ffst.hr
Personal web page	
Year of birth	1974
Scientist ID	276756
Research or art rank, and date of last rank appointment	Scientific counselor, 2019.

Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Professor, 31th October 2019.
Area and field of election into research or art rank	Social sciences, Psychology
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	University of Split, Faculty of Humanitatis and Social Sciences
Date of employment	October 2008.
Name of position (professor, researcher, associate teacher, etc.)	Professor
Field of research	Scientific and teaching activities
Function	Department of Psychology
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	Faculty of humanities and social sciences
Place	Zagreb
Date	4. July, 2007.
INFORMATION ON ADDITIONAL TRAINING	
Year	
Place	
Institution	
Field of training	
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English, 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German, 2
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Statistics (undergraduate and graduate studies), Introduction to data mining, Psychology of religion (graduate studies), Psychology of consciousness (graduate studies), Psychology of Education (graduate studies), Developmental Psychology (undergraduate and graduate studies) at the Faculty of Humanities and Social Sciences. Neuroscience at the Medical School, University of Split
Authorship of university/faculty textbooks in the field of the course	
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most) *Note: Course teacher in Applied Research Methods II, Biological Foundations of Psychological Processes, Consciousness, Hystory of Psychology, Introduction to Research Methods, Neuropsychology, Psychology of Religion, Statistics II.*	1. Malenica, K., Kovačević, V., & Kardum, G. (2019). Impact of Religious Self-Identification and Church Attendance on Social Distance toward Muslims. *Religions*, 10(4), 276. MDPI AG. http://dx.doi.org/10.3390/rel10040276 2. Glumac, S., Karanović, N. & Kardum, G. (2019). Postoperative cognitive decline after cardiac surgery: a narrative review of the current knowledge in 2019. *Medical science monitor*, doi: 10.12659/MSM.914435 3. Lehmann, O. V., Kardum, G., & Klempe, S. H. (2018). The search for inner silence as a source for Eudemonia. *British Journal of Guidance & Counselling*, 0(0), 1–10. https://doi.org/10.1080/03069885.2018.1553295 4. Vucinovic, M., Kardum, G., Vukovic, J., Vucinovic, A. (2018). Maturational Changes of Delta Waves in Monozygotic and Dizygotic Infant Twins. *Journal of*

	Experimental Neuroscience, 12, 1-9 doi:10.1177/1179069518797108
	5. Kralj, Ž. & Kardum, G. (2018). Attitudes toward complementary and alternative medicine, beliefs in after death and religiosity among psychiatrists, psychologists and theologists. *Psychiatria Danubina*, doi: 10.31219/osf.io/ndc7y
	6. Glumac, S., Kardum, G. & Karanović, N. (2018). A prospective cohort evaluation of the cortisol response to cardiac surgery with occurrence of early postoperative cognitive decline. *Medical science monitor*, 24, 977-986. doi:10.12659/MSM.908251
	7. Glumac, S., Kardum, G., & Karanovic, N. (2018). Reply to: dexamethasone and postoperative cognitive decline. *European Journal of Anaesthesiology*, 35(8), 635. https://doi.org/10.1097/EJA.0000000000000843
	8. Klarin, M., Antičević, V., Kardum, G., Proroković, A. & Sindik, J. (2018). Communication And Social Skills In Education Of Health Occupation Students: Attitudes And Validation On Nationwide Parallel Group Randomized Study. *Suvremena psihologija*, 20 (1), 39-52.
	9. Antičević, V., Kardum, G., Klarin, M., Sindik, J. i Barač, I. (2018). Academic Achievement and Study Satisfaction: The Contribution of High School Success and Personality. *Društvena istraživanja*, 27 (2), 243-260. https://doi.org/10.5559/di.27.2.03
	10. Kardum, G. (2017). Psihološki vidovi duhovnog očinstva. *Služba Božja: liturgijsko-pastoralna revija*, 57, 398-404.
	11. Vuletić, A., Kardum, G., Reić Ercegovac, I. (2017). Analiza crteža kronično i akutno oboljele djece // *Paediatria Croatica*, 61, 4; 197-203 doi:10.13112/PC.2017.29
	12. Kardum, G. (2016). Psihologija nepomirenog pamćenja i epigenetika transgeneracijskog prijenosa. U: Džolan, M., Maras, M. (Ur.) *Nepomireno društvo – nepomirena pamćenja, Međunarodna znanstvena konferencija*, Split, 20-36.
	13. Stipic Stojanovic, S., Carev, M., Kardum, G., Roje, Z., Milanovic Litre, D., & Elezovic, N. (2015). Are postoperative behavioural changes after adenotonsillectomy in children influenced by the type of anaesthesia? A randomised clinical study. *European journal of anaesthesiology, 32*, 5, 311-319 doi:10.1097/EJA.0000000000000104
	14. Kuščević, D., Kardum, G., & Brajčić, M. (2014). Visual Preferences of Young School Children for Paintings from the 20th Century. *Creativity research journal*, 26, 3; 297-304 doi:10.1080/10400419.2014.929410
	15. Franić, T., Kralj, Ž., Marčinko, D., Knez, R., Kardum, G. (2014). Suicidal ideations and sleep-related problems in early adolescence. *Early intervention in psychiatry*, 8, 2; 155-162 doi:10.1111/eip.12035
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	-
Professional, science and artistic projects in the field of the course	

carried out in the last five years (5 at most)	
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?-pedagoške kompetencije?	Regular studying during the graduate study of psychology as well as through continuous education during the regular teaching work
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	
Results of student evaluation taken in the last five years for the course that is comparable to the course described in the form (evaluation organizer, average grade, note on grading scale and course evaluated)	Positive, can be delivered on request.

First and last name and title of teacher	**Morana Koludrović, PhD, assistant professor**
The course he/she teaches in the proposed study programme	Adult Education
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, 21000 Split
Telephone number	
E-mail address	morana@ffst.hr
Personal web page	-
Year of birth	1979.
Scientist ID	306406
Research or art rank, and date of last rank appointment	Scientific associate, 28.10.2014.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Assisstant professor, 15.3.2015.
Area and field of election into research or art rank	Social Sciences, Pedagogy
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	15.4.2008.
Name of position (professor, researcher, associate teacher, etc.)	Assistant professor
Field of research	Pedagogy
Function	
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	Faculty of Humanities and Social Sciences, University of Zagreb
Place	Zagreb
Date	15.3.2013.
INFORMATION ON ADDITIONAL TRAINING	
Year	

Place	
Institution	
Field of training	
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (5)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German (2)
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Educator for adult education Curriculum GlobALE
Authorship of university/faculty textbooks in the field of the course	1. Koludrović, M.; Vučić, M. (2018), *Učimo cjeloživotno učiti i poučavati: Priručnik za nastavnike u obrazovanju odraslih*. Zagreb: Agencija za strukovno obrazovanje i obrazovanje odraslih (editor book).
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	1. Koludrović, M. (2018), Problemsko učenje u obrazovanju odraslih. *Zbornik radova 8. Međunarodne konferencije o obrazovanju odraslih: Upravljanje kvalitetom u obrazovanju odraslih*. Zagreb, 30.11.-2.12.2018. Zagreb: Agencija za strukovno obrazovanje i obrazovanje odraslih i Hrvatsko andragoško društvo, 104-111. 2. Koludrović, M. (2018), Suvremene odrednice obrazovanja odraslih. U: M. Koludrović i M. Vučić (ur.) *Učimo cjeloživotno učiti i poučavati: Priručnik za nastavnike u obrazovanju odraslih*. Zagreb: Agencija za strukovno obrazovanje i obrazovanje odraslih, 13-32. 3. Koludrović, M.; Marušić, A. (2018), Što je andragogija? U: M. Koludrović i M. Vučić (ur.) *Učimo cjeloživotno učiti i poučavati: Priručnik za nastavnike u obrazovanju odraslih*. Zagreb: Agencija za strukovno obrazovanje i obrazovanje odraslih, 33-64. 4. Koludrović, M.; Brčić Kuljiš, M. (2016), Doprinos razvoju kurikuluma namijenjenih stručnjacima u obrazovanju odraslih / *Contribution to the development of the curricula aimed at adult education professionals*. Split: Hrvatsko andragoško društvo (urednička knjiga). 5. Koludrović, M. (2016), Didaktičke kompetencije i promicanje cjeloživotnog učenja na studijima andragogije. U: M. Koludrović I M. Brčić Kuljiš (ur.), *Doprinos razvoju kurikuluma namijenjenih stručnjacima u obrazovanju odraslih* / Contribution to the development of the curricula aimed at adult education professionals. Split: Hrvatsko andragoško društvo, 271-290.
Professional and scholarly articles published in the last five years in subjects of teaching methodology	1. *Priručnik za unapređenje kompetencija nastavnika u visokom obrazovanju* (2018), Zagreb: Ministarstvo znanosti i obrazovanja (skupina autora)

and teaching quality (5 works at most)	2. Koludrović, M.; Reić Ercegovac, I. (2017), Does higher education curriculum contribute to prospective teachers' attitudes, self – efficacy and motivation? *World journal of Education,* 7(1), 93-104. 3. Koludrović, M.; Brčić Kuljiš, M. (2016), Doprinos razvoju kurikuluma namijenjenih stručnjacima u obrazovanju odraslih / *Contribution to the development of the curricula aimed at adult education professionals.* Split: Hrvatsko andragoško društvo (urednička knjiga). 4. Koludrović, M.; Ljubetić, M.; Reić Ercegovac, I. (2016), Procjena potrebnih socioemocionalnih kompetencija i motivacije nastavnika u obrazovanju odraslih. U: M. Brčić Kuljiš i M. Koludrović (ur.), *Stanje i perspektive obrazovanja odraslih u Republici Hrvatskoj.* Split: Filozofski fakultet Sveučilišta u Splitu, 143-160
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	1. 2016: associate in the ESF project *Standards of profession and standards of qualification for professionals in adult education*, leader M. Brčić Kuljiš, PhD
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?-pedagoške kompetencije?	- Graduate study programme, University of Split - Master programme Pedagogy, University f Zagreb - PhD programme Pedagogy, University of Zagreb
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	-
Results of student evaluation taken in the last five years for the course that is comparable to the course described in the form (evaluation organizer, average grade, note on grading scale and course evaluated)	Positive, can be delivered on request.

First and last name and title of teacher	Maja Ljubetic, PhD, full professor
The course he/she teaches in the proposed study programme	Partnership between Family and Local Community, Behavioural Addictions, Prevention of Behavioural Problems, Parenting in Life-span perspective
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, Split
Telephone number	-
E-mail address	ljubetic@ffst.hr
Personal web page	-
Year of birth	1959.
Scientist ID	217545
Research or art rank, and date of last rank appointment	-

Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	23.02. 2017. – last rank appointment
Area and field of election into research or art rank	social sciences, field pedagogy, Scientific branch: preschool pedagogy and family pedagogy
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	University of Split, Faculty of Humanities and Social Sciences
Date of employment	2005.
Name of position (professor, researcher, associate teacher, etc.)	professor
Field of research	Family Pedagogy, Preschool Pedagogy
Function	-
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	Faculty of Philosophy
Place	Zagreb
Date	06. 7. 2004.
INFORMATION ON ADDITIONAL TRAINING	
Year	1996.-1998.; 1998.-2000.; 2000.-2002.
Place	Split, Labin; Split-Zagreb- Kranj; Split-Zagreb-Kranj
Institution	WGI-HURT
Field of training	Choice theory/ reality therapy/lead management/ quality school; BP supervisor; AP supervisor
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English 4
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian 2
Authorship of university/faculty textbooks	1. Ljubetić, M. (2014). *Od suradnje do partnerstva obitelji, odgojno-obrazovne ustanove i zajednice.* Zagreb: ELEMENT, d.o.o. 2. Ljubetić, M. (2012). *The Kindergarten I want to grow up in: Self-evaluation and Quality Control in Kindergartens.* Saarbrücken, Germany: LAP LAMBERT Academic Publishing GmbH & Co. 3. Ljubetić, M. (2012). *Nosi li dobre roditelje roda?! Odgovorno roditeljstvo za kompetentno dijete.* Zagreb: Profil International. 4. Ljubetić, M. (2011). *Partnerstvo obitelji, vrtića i škole - vježbe, zadatci, primjeri.* Zagreb: Školska knjiga. 5. Ljubetić, M. (2009). *Vrtić po mjeri djeteta - Kako procjenjivati kvalitetu u ustanovi ranog i predškolskog odgoja i obrazovanja; priručnik za odgojitelje i roditelje.* Zagreb: Školske novine. 6. Ljubetić, M. (2007). *Biti kompetentan roditelj.* Zagreb: Mali professor.
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	1. Reić Ercegovac, I., Ljubetić, M. (2019). Svjesnost u roditeljstvu majki i očeva djece različite dobi: validacija hrvatske inačice upitnika. *Psihologijske teme*, 28, 2, 397-418. 2. Ljubetić, M., Reić Ercegovac, I. i Mandarić Vukušić, A. (2019). Irresponsible/Unmindful Parenting: An Empire

	for the Media. U: Lepičnik Vodopivec, J., Jančec, L. i Štemberger, T. (Eds.), Implicit *Pedagogy for Optimized Learning in Contemporary Education* (pp. 270-289). Hershey, PA, USA: IGI Global. 3. Ljubetić, M.; Reić Ercegovac, I.; Koludrović, M. (2016). Quality Partnership as a Contextual Prerequisite of Successful Learning of Young and Preschool-Aged Children. *Journal of Education and Learning*, 5, 1; 78-87. 4. Ljubetić, M. (2014). Roditeljski dom kao poligon za stjecanje interkulturalnih kompetencija djece rane i predškolske dobi. U N. Hrvatić (ur.), *Interkulturalno obrazovanje i europske vrijednosti* (pp. 68-80). Pitomača: AD ARMA. 5. Ljubetić, M. Kompetencije i autoritet odgojitelja u funkciji razvoja autonomije djece i oblikovanja demokratske kulture ustanove. U N. Hrvatić i A. Klapan (ur.), *Pedagogija i kultura: teorijsko-metodološka određenja pedagogijske znanosti* (pp. 281-289). Pitomača: AD ARMA.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	1. Ljubetić, M.; Bubić, A. (2015). Kvalitetno ozračje – preduvjet kvalitetnog studiranja (studentska perspektiva). *Školski vjesnik: časopis za pedagoška i školska pitanja*, 2, 209-226. 2. Bubić, A.; Ljubetić, M. (2014). Izgradnja kulture kvalitete na Filozofskom fakultetu i drugim institucijama visokog obrazovanja u Hrvatskoj: Dosadašnja iskustva i izazovi. *Zbornik radova Filozofskog fakulteta u Splitu*, 6/7, 207-221. 3. Ljubetić, M.; Visković, I.; Slunjski, E. (2014). More successful education of preschool teachers by consensus – the delphi method (Croatian experience). *International Journal of Physical & Social Sciences*, 4, 217-237.
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	Improving pre-school practice - action research; professional project in the kindergarten Carobni pianino - Split
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	Pedagogic academy – 3 years study; Faculty of Philosophy – 4 years study;
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	-
Results of student evaluation taken in the last five years for the course that is comparable to the course described in the form (evaluation organizer, average grade, note on grading scale and course evaluated)	Positive, can be delivered on request.

First and last name and title of teacher	**Anita Mandarić Vukušić, PhD**

The course he/she teaches in the proposed study programme	Understanding the Childhood
GENERAL INFORMATION ON COURSE TEACHER	
Address	Hrvatskih velikana 17, Dugi Rat
Telephone number	541-912
E-mail address	amandari@ffst.hr
Personal web page	http://www.ffst.unist.hr/anita.mandaric_vukusic
Year of birth	1983.
Scientist ID	323396
Research or art rank, and date of last rank appointment	
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	
Area and field of election into research or art rank	
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	November 1, 2009
Name of position (professor, researcher, associate teacher, etc.)	Lecturer
Field of research	Pedagogy
Function	Teacher
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	University of Zagreb, Faculty of humanities and social sciences
Place	Zagreb
Date	July 6, 2016
INFORMATION ON ADDITIONAL TRAINING	
Year	2012
Place	Zagreb
Institution	University of Zagreb
Field of training	*Education for Equal Opportunities at Croatian Universities-EduQuality*
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (4)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian (3)
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Family pedagogy, Partnership between school and family, Feminist pedagogy and Pedagogy and childhood at Department of pedagogy
Authorship of university/faculty textbooks in the field of the course	-
Professional, scholarly and artistic articles published in the last five	1. Ljubetić, M., Reić Ercegovac, I. i Mandarić Vukušić, A. (2019). Irresponsible/Unmindful Parenting: An Empire for the Media. U: Lepičnik Vodopivec, J., Jančec, L. i

years in the field of the course (5 works at most)	Štemberger, T. (Eds.), Implicit *Pedagogy for Optimized Learning in Contemporary Education* (pp. 270-289). Hershey, PA, USA: IGI Global.
	2. Ljubetić, M., Mandarić Vukušić, A., Ivić, M. (2017). Competent (And/Or Responsible) Parenting as a Prerequisite for a Complete Child Development. U: *7th Global Academic Meeting, GAM 2017*, 23.-24. March. Budapest, Hungary. PROCEEDINGS, str. 311-321.
	3. Tóth, J., Bozsó, R., Kalkanova, T., Ladić, M., Mandarić Vukušić, A., Merkovity, N., Pongó, T., Székely, T. (2016). Could Adult Education Become a Means of Active Participatory Citizenship for Young People in the EU? *Pécs Journal of International and European Law*, 2016/II, str. 21-37.
	4. Mandarić Vukušić, A. (2016). Djeca i roditelji u igri - kvalitetno provođenje zajedničkog vremena. U: Ivon, H., Mendeš, B. (ur): *Dijete, igra, stvaralaštvo*. Split, Zagreb: Filozofski fakultet u Splitu, Savez društava "Naša djeca" Hrvatske. str. 103-112.
	5. Mandarić Vukušić, A. (2015). Odgoj za ljudska prava i ozračje ustanova ranog i predškolskog odgoja. *Zbornik radova Filozofskog fakulteta u Splitu*, 6/7(2013/2014),6/7, str. 181-193.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	-
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	-
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?-pedagoške kompetencije?	Pre-school Education (Split, 2 godine), Pedagogy (Zadar, 4 godine)
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	-
Results of student evaluation taken in the last five years for the course that is comparable to the course described in the form (evaluation organizer, average grade, note on grading scale and course evaluated)	Average grade 4.5-5.0

First and last name and title of teacher	Nikola Marangunić, PhD, assisstant professor
The course he/she teaches in the proposed study programme	Man and Digital Technologies

GENERAL INFORMATION ON COURSE TEACHER	
Address	Čajkovskoga 5, 21000 Split
Telephone number	+385 98 685 318
E-mail address	Nikola.Marangunic@pmfst.hr
Personal web page	http://mapmf.pmfst.unist.hr/heritage/research/nikola-marangunic/
Year of birth	1979.
Scientist ID	298981
Research or art rank, and date of last rank appointment	Research associate, 21.5.2015.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Assistant professor, 01.6.2015.
Area and field of election into research or art rank	Interdisciplinary social sciences (election field 5.05. information and communication sciences i 5.06. psychology)
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Science, University of Split
Date of employment	01.06.2015.
Name of position (professor, researcher, associate teacher, etc.)	Assistant professor
Field of research	Human-computer interaction, Cognitive psychology, Educational psychology
Function	Assistant professor at Independant Department of Social and Human sciences
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD in Psychology
Institution	Faculty of Philosophy, University of Zagreb
Place	10000 Zagreb
Date	29.09.2014.
INFORMATION ON ADDITIONAL TRAINING	
Year	
Place	
Institution	
Field of training	
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (5)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian (4)
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Educational psychology I & II, Graduate studies of informatics, mathematics, chemistry, biology, technics. Human-computer Interaction, Undergraduate studies of informatics. Methodology of interaction design, Graduate studies of informatics. Cognitive psychology, Graduate studies of mathematics. Psychology of perception, Undergraduate studies of Visual Comunication Design.
Authorship of university/faculty textbooks in the field of the course	-

Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	1. Marangunić, Nikola; Granić, Andrina. (2014). Technology acceptance model: a literature review from 1986 to 2013. *Universal access in the information society*, 14, 1; 81-95.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	1. Marangunić, Nikola. (2014). Kognitivni i metakognitivni aspekti motivacijskih procesa za prihvaćanje i korištenje novih tehnologija u funkciji dobi / doktorska disertacija. Zagreb: Filozofski fakultet.
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	1. V-ALERT project aims to support the establishment of an Information Security culture in different ICT user target groups (pupils and teachers, ICT students, academics and enterprise employees) by providing awareness and training through an innovative and immersive e-learning tool. 2. Digiskills aims to bring together and further develop content, services, pedagogies and practices for lifelong learning in school/university/adult population, formulating specific scenarios of use of learning tools and platforms which will be tested with real users from eight countries (Austria, Belgium, Croatia, Greece, Poland, Spain, Switzerland, and the UK), and evaluated in terms of their impact, with a particular attention to institutional as well as pedagogical innovation and change.
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?-pedagoške kompetencije?	Passed exams in methodology, didactics, pedagogy during studies of Psychology on Faculty of Philosophy, University of Zagreb. Passed exams in Educational psychology I & II and Developmental psychology I & II. Postgraduate studies in the field of social sciences, Psychology.
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	-
Results of student evaluation taken in the last five years for the course that is comparable to the course described in the form (evaluation organizer, average grade, note on grading scale and course evaluated)	Evaluation organized by University of Split for courses: Human-Computer Interaction, Methodology of Interaction Design, Educational Psychology. Average grades from 4.7 to 5.0.

First and last name and title of teacher	**Boris Milavić, PhD, assistant professor**
The course he/she teaches in the proposed study programme	Psychology of sport and exercise
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 100, Podstrana
Telephone number	+ 385 (91) 4457898
E-mail address	boris.milavic@kifst.hr
Personal web page	-
Year of birth	1962.
Scientist ID	340834
Research or art rank, and date of last rank appointment	Research assistant, 13th July 2015

Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Assistant professor, 27th January 2016
Area and field of election into research or art rank	Interdisciplinary area of science, fields of election: psychology & kinesiology
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Kinesiology, University of Split
Date of employment	2nd June 2016
Name of position (professor, researcher, associate teacher, etc.)	Assistant professor
Field of research	Psychological skills for sport, motivation, test development and validation, kinesiological activity, body-image
Function	Head of the Department for anthropological kinesiology and health
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	Faculty of Kinesiology, University of Split
Place	Split
Date	9th May 2013
INFORMATION ON ADDITIONAL TRAINING	
Year	
Place	
Institution	
Field of training	
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (5)
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Psychology of sport and exercise – University graduate study, Faculty of Kinesiology, University of Split Psychology – University undergraduate study Faculty of Kinesiology, University of Split Systems of scientific research work in applied kinesiology – University postgraduate doctoral study, Faculty of Kinesiology, University of Split
Authorship of university/faculty textbooks in the field of the course	-
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	1. Miletic, D., Miletic A., & Milavic, B. (2015). Age-related progressive increase of lower back pain among male dance sport competitors. *Journal of Back and Musculoskeletal Rehabilitation*, 28(3), 551–560. 2. Milić, M., Milavić, B., & Grgantov, Z. (2014). Relations between kinesiological engagement, psychological characteristics and types of mobile phone and computer usage in adolescents. *Facta universitatis, Series: Physical Education and Sport*, 12(2), 191-201.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	1. Milavic, B., Milić, M., Jurko, D., Grgantov, Z., & Marić, K. (2015). Adaptation and validation of the motivation scale in physical education classes. *Croatian Journal of Education*, 17(2), 453-479.

Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	1. Sport against Violence and Exclusion - SAVE, Erasmus+ sport program, 2018.
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?-pedagoške kompetencije?	Graduate university study programme (single-major) Psychology, Faculty of Philosophy Zadar, University of Split, 1986
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	2017-2018 University of Split, Psychology in Kinesiology (AG – 4.5) 2016-2017 University of Split, Psychology in Kinesiology (AG – 4.7) 2015-2016 University of Split, Psychology in Kinesiology (AG – 4.8) 2014-2015 University of Split, Psychology in Kinesiology (AG – 4.9) 2013-2014 University of Split, Psychology in Kinesiology (AG – 4.3)
Results of student evaluation taken in the last five years for the course that is comparable to the course described in the form (evaluation organizer, average grade, note on grading scale and course evaluated)	Positive, can be delivered on request.

First and last name and title of teacher	**Marina Nekić, PhD, assistant professor**
The course he/she teaches in the proposed study programme	Psychology of Sexuality
GENERAL INFORMATION ON COURSE TEACHER	
Address	Šibenska 9b, 23000 Zadar
Telephone number	091 1577 929
E-mail address	marina@unizd.hr, marinanekic@hotmail.com
Personal web page	http://www.unizd.hr/psihologija/nastavnici/marina-nekic
Year of birth	1975.
Scientist ID	249385
Research or art rank, and date of last rank appointment	Senior Research Associate (2018.)
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Assistant Professor
Area and field of election into research or art rank	Psychology
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	University of Zadar
Date of employment	November 2001.
Name of position (professor, researcher, associate teacher, etc.)	Professor

Field of research	Developmental psychology, Psychology of sexuality
Function	Assistant Professor at Department of psychology and deputy head of Students counselling centre
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	Filozofski fakultet u Zagrebu
Place	Zagreb
Date	2010.
INFORMATION ON ADDITIONAL TRAINING	
Year	2009.
Place	Zadar
Institution	Gestalt Psychotherapy Training Institute Malta
Field of training	Gestalt psychotherapy
INFORMATION ON ADDITIONAL TRAINING	
Year	2011.
Place	London
Institution	Pink Therapy
Field of training	Basic level in counselling – Therapy for gender and sexual minorities
INFORMATION ON ADDITIONAL TRAINING	
Year	2012.
Place	Zadar
Institution	Sveučilište u Zadru
Field of training	Confirmatory factor analyses and structural equation modeling with Mplus Program
INFORMATION ON ADDITIONAL TRAINING	
Year	2013.
Place	Zagreb
Institution	Hrvatsko društvo za seksualnu terapiju
Field of training	Sexual therapy
INFORMATION ON ADDITIONAL TRAINING	
Year	2017.-2018.
Place	Zagreb
Institution	Gestalt centar „HOMA", GITA – Institut za geštalt terapiju u Ljubljani
Field of training	Gestalt psychotherapy supervision
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English - 4
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Psychology of Human Sexuality I (graduate level, elective course since 2004) Psychology of Human Sexuality II (graduate level, elective course since 2004)
Authorship of university/faculty textbooks in the field of the course	-
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	1. Nekić, M. (2017). Razlike i sličnosti između ženske i muške seksualnosti. U: N. Mrduljaš-Đujić, I. Žegura (Ur.). *Osnove seksualne medicine* (str. 27-40), Split: Web knjižara

	2. Nekić, M., Vidaković, M., Barbiš, M. (2017). Differences in sexual behaviour and sexual satisfaction among female and male undergraduate students. U: I. Burić (Ur.) *Book of selected proceedings of the 20th Psychology Days in Zadar* (str. 179-192), Zadar: Sveučilište u Zadru.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	-
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	-
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?-pedagoške kompetencije?	Graduate study in Psychology, University of Zadar.
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	-
Results of student evaluation taken in the last five years for the course that is comparable to the course described in the form (evaluation organizer, average grade, note on grading scale and course evaluated)	Positive, can be delivered on request.

First and last name and title of teacher	Renata Pecotić, PhD, associate professor
The course he/she teaches in the proposed study programme	Anatomy and Physiology of the Central Nervous System
GENERAL INFORMATION ON COURSE TEACHER	
Address	Šoltanska 2
Telephone number	+385 21 557 858
E-mail address	renata.pecotic@mefst.hr
Personal web page	
Year of birth	1973
Scientist ID	276681
Research or art rank, and date of last rank appointment	Scientific advisor, 17.04.2019.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Associate Professor, 20.10.2016.
Area and field of election into research or art rank	Biomedicine and health, Basic medical science, Neuroscience
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	University of Split School of Medicine
Date of employment	December 1th 2001

Name of position (professor, researcher, associate teacher, etc.)	Associate Professor
Field of research	Neuroscience, neral control of breathing at sleep and wakefulness, physiology and pathophysiology of sleep
Function	Head of Department of Neuroscience
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	University of Split School of Medicine
Place	Split
Date	25.03.2008.
INFORMATION ON ADDITIONAL TRAINING	
Year	2013
Place	Ljubljana, Slovenia
Institution	Alpine Summer School (2nd)
Field of training	Sleep Medicine
Year	2013
Place	Budapest, Hungary
Institution	Hungarian Sleep Society SomnoCenter
Field of training	Sleep Medicine
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English, 5
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Basic Neuroscience course for Medicine students and Dental medicine students, "Why and how do we breathe?" and "ABC of good night sleep", Elective Courses, Integrated undergraduate and graduate study program in Medicine, Dental Medicine and Medicine study in English
Authorship of university/faculty textbooks in the field of the course	1. Poremećaji spavanja (sabrane teme s didaktičkom namjenom. Hodoba Danilo (urednik), Medicinska naklada, Zagreb, 2017. 2. ESRS European Sleep Medicine - Textbook. Bassetti, Claudio; Đogaš, Zoran; Peigneux, Philippe (editors). Chapter authors: Đogaš, Zoran; Pecotić, Renata; Valić, Maja. Singapure&Regensburg, Wiley i European Sleep Research Society, 2014. 3. Patofiziologija endokrinopatija: odabrana poglavlja. Tičinović Kurir Tina (urednik), Redak, Split, 2013.
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	1. Lupi-Ferandin S, Galic T, Ivkovic N, Pecotic R, Dogas. (2019). Prevalence of obstructive sleep apnea in male patients with surgically treated maxillary and zygomatic fractures. *Can J Surg*, 62(2):105-110. 2. Pecotic R, Dodig IP, Valic M, Galic T, Kalcina LL, Ivkovic N, Dogas Z. (2019). Effects of CPAP therapy on cognitive and psychomotor performances in patients with severe obstructive sleep apnea: a prospective 1-year study. *Sleep Breath*, 23(1):41-48. doi: 10.1007/s11325-018-1642-6. 3. Stipica Safic I, Pecotic R, Pavlinac Dodig I, Dogas Z, Valic Z, Valic M. (2018). Phrenic long-term depression evoked by intermittent hypercapnia is modulated by serotonergic and adrenergic receptors in raphe nuclei.

	J Neurophysiol, 120(1):321-329. doi: 10.1152/jn.00776.2017.
	4. Lusic Kalcina L, Valic M, Pecotic R, Pavlinac Dodig I, Dogas Z. (2017). Good and poor sleepers among OSA patients: sleep quality and overnight polysomnography findings. *Neurol Sci*, 38(7):1299-1306. doi: 10.1007/s10072-017-2978-6.
	5. Valic M, Pecotic R, Pavlinac Dodig I, Valic Z, Stipica I, Dogas Z. (2016). Intermittent hypercapnia-induced phrenic long-term depression is revealed after serotonin receptor blockade with methysergide in anaesthetized rats. *Exp Physiol*, 101(2):319-31. doi: 10.1113/EP085161.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	-
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	1. „Internacionalizacija studijskih programa svih razina na Medicinskom fakultetu u Splitu i KBC Split", assistant. 2. INTERREG IPA prekogranična suradnja Hrvatska - Bosna i Hercegovina 2014-2020, assistant. 3. Translational research on neuroplasticity of breathing and effect of intermittent hypoxia in anesthesia and sleep, Zoran Đogaš, Zoran Đogaš, Croatian Science foundation 2014, assistant. 4. Changes of breathing and sympathetic nerve activity during intermittent hypoxic exposures – role of serotonin (15. 09. 2012- 14. 09. 2015), Croatian Science foundation, assistant.
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?-pedagoške kompetencije?	-
PRIZES AND AWARDS	
Prizes and awards for teaching and scholarly/artistic work	• Commendations of University of Split School of Medicine for the best evaluated research assistant - assistant 2007. • Commendations of University of Split School of Medicine for the highest quality teaching in medical school in the judgment of the student survey 2014. • Commendations of University of Split School of Medicine for the highest quality teaching in medical school in the judgment of the student survey 2016.

First and last name and title of teacher	**Zvjezdan Penezić, PhD, full professor**
The course he/she teaches in the proposed study programme	Personality
GENERAL INFORMATION ON COURSE TEACHER	
Address	Put Pudarice 11N, Zadar

Telephone number	091/8891996
E-mail address	penezic@gmail.com
Personal web page	http://www.unizd.hr/psihologija/nastavnici/zvjezdan-penezic
Year of birth	1973.
Scientist ID	230630
Research or art rank, and date of last rank appointment	Scientific counselor, 20th December 2016.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Professor, 18th July 2017.
Area and field of election into research or art rank	Social sciences, Psychology
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	University of Zadar
Date of employment	1st October 1996.
Name of position (professor, researcher, associate teacher, etc.)	Professor
Field of research	Scientific and teaching activities
Function	Head of Department of Psychology
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	Faculty of humanities and social sciences
Place	Zagreb
Date	4th November 2004.
INFORMATION ON ADDITIONAL TRAINING	
Year	
Place	
Institution	
Field of training	
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English, 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian, 2
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Introduction to personality, undergraduate study of psychology, University of Zadar Personality psychology, undergraduate study of psychology, University of Zadar
Authorship of university/faculty textbooks in the field of the course	1. Lacković-Grgin, K. i Penezić, Z. (2018). *Ličnost – razvojno psihološka perspektiva*. Jastrebarsko: Naklada Slap.
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	1. Dujmović, M. & Penezić, Z. (2017). To Do or not to Do: Inhibiting Attention and Action Depending on the Level of Extraversion. *Psihologijske teme*, 26(1), 47-60. 2. Sorić, I., Penezić, Z., Burić, I. (2017). The Big Five personality traits, goal orientations, and academic achievement. *Learning and Individual Differences*, 54, 126-134. 3. Burić I., Sorić, I., Penezić, Z. (2016). Emotion regulation in academic domain: Development and

	validation of Academic Emotion Regulation Questionnaire (AERQ). *Personality and Individual Differences*, 96, 138-147. 4. Trninić, V., Trninić, M. & Penezić, Z. (2016). Personality differences between the players regarding the type of sport and age. *Acta Kinesiologica*, 10(2), 69-74.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	-
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	1. Contributor to the research project funded by the Croatian Science Foundation *Teachers' emotions and emotion regulation strategies: personal and contextual antecedents and effects on motivation, well-being and relationships with students* (2014-2017), under the guidance of the principal investigator: Irena Burić, PhD.
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?-pedagoške kompetencije?	Regular studying during the graduate study of psychology as well as through continuous education during the regular teaching work

PRIZES AND AWARDS, STUDENT EVALUATION

Prizes and awards for teaching and scholarly/artistic work	• Department of Psychology – Prize for professional work (2012) • University of Zadar, Rector's prize for remarkable scientific and teaching work (2018.)
Results of student evaluation taken in the last five years for the course that is comparable to the course described in the form (evaluation organizer, average grade, note on grading scale and course evaluated)	Positive, can be delivered on request.

First and last name and title of teacher	Ana Proroković, PhD, full professor
The course he/she teaches in the proposed study programme	Basics of Psychometrics

GENERAL INFORMATION ON COURSE TEACHER

Address	Krešimirova obala 2
Telephone number	023 200 536
E-mail address	aprorok@unizd.hr
Personal web page	http://www.unizd.hr/psihologija/nastavnici/ana-prorokovic
Year of birth	1966
Scientist ID	196660
Research or art rank, and date of last rank appointment	Scientific Adviser (01. 02.2014)
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Full Professor (13.02.2014)

Area and field of election into research or art rank	The field of social sciences, the field of psychology
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	University of Zadar
Date of employment	1992
Name of position (professor, researcher, associate teacher, etc.)	professor
Field of research	psychometrics
Function	
INFORMATION ON EDUCATION – Highest degree earned	
Degree	Doctor of Science
Institution	Faculty of Philosophy, University of Zagreb
Place	Zagreb, Croatia
Date	1999
INFORMATION ON ADDITIONAL TRAINING	
Year	Throughout entire academic career
Place	Various seminars and workshops mainly in Republic of Croatia
Institution	Various academic institutions
Field of training	Advanced statistics, multivariate methods, nonlinear dynamics
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English: 4
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Psychology Study (all levels) at the University of Zadar (subjects: Theories of Measurement, Psychometrics, Basics of Statistics, Selected Chapters of Psychometrics, Introduction to Multivariate Analyses ...)
Authorship of university/faculty textbooks in the field of the course	1. Deterministički kaos za nematematičare: Uvod u nelinearne analize (2014). *Deterministic Chaos for Non-mathematicians: Introduction to Nonlinear Analysis (2014)*
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	1. Gregov, Lj., Proroković, A., Tokić, A. (2018). Test moralnog odlučivanja (TMO). In: Ana Slišković, Burić, I., Ćubela-Adorić, V., Nikolić, M, Tucak Junaković, I. (Eds.), *Zbirka psihologijskih skala i upitnika*. University of Zadar, Zadar. 2. Proroković, A., Nikolić, M. Šimić, N. (2017). Moral reasoning and its correlates in job applicants. *Archives of Industrial Hygiene and Toxicology*, *68,* 59-65. 3. Proroković, A. (2017). Intellectual Abilities and Education as Moral Reasoning Determinants in Employees, 4th International Multidiscilinary Scientific Conference on Social Sciences and Arts *SGEM 2017, Conference Proceedings*, Book 3,Vol 2, pp. 181-188. 4. Klarin, M., Antičević, V., Kardum, G., Proroković, A., Sindik, J. (2017). Communication and Social Skills in Education of Health Occupation Students. Attitudes and Validation on Nationwide Parallel Group

	Randomized Study, *Suvremena psihologija*, 20(1), 39-52.
	5. Proroković, A. (2016). Test moralnog rasuđivanja (TMR). *Zbirka psihologijskih skala i upitnika.* Sv.8. ur. Ivana Tucak Junaković, Burić, I., Ćubela-Adorić, V., Proroković, A., Slišković, A. Sveučilište u Zadru, Zadar.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	-
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	-
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?-pedagoške kompetencije?	University study of Psychology at the Department of Psychology in Zadar, University of Split.
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	-
Results of student evaluation taken in the last five years for the course that is comparable to the course described in the form (evaluation organizer, average grade, note on grading scale and course evaluated)	Positive, can be delivered on request.

First and last name and title of teacher	**Ina Reić Ercegovac, Ph.D., associate professor**
The course he/she teaches in the proposed study programme	Mandatory: Developmental psychology of Childhood and Adolescence, Developmental psychology of Adulthood and Aging, Emotion and Motivation, Developmental Psychopathology, Applied Research Methods I, Professional Skills and Carrer Planning Elective: Violence in Close Relationships, Child Abuse and Neglect, Eating Disorders, Attachment across the Life-span.
GENERAL INFORMATION ON COURSE TEACHER	
Address	Karamanova 8, 21000 Split
Telephone number	021772693
E-mail address	inareic@ffst.hr
Personal web page	
Year of birth	1977.
Scientist ID	235650
Research or art rank, and date of last rank appointment	Higher Research Associate, 7. 6. 2017.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Associate Professor, 14. 7. 2017.

Area and field of election into research or art rank	Social sciences, Psychology, Developmental Psychology
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	1. 12. 2006.
Name of position (professor, researcher, associate teacher, etc.)	Associate Professor
Field of research	Developmental psychology, Psychology of Music
Function	Head of the Chair for Psychology, Memeber of the Teaching Comittee
INFORMATION ON EDUCATION – Highest degree earned	
Degree	Ph.D.
Institution	Faculty of Philosophy, University of Zagreb
Place	Zagreb
Date	4. 5. 2010.
INFORMATION ON ADDITIONAL TRAINING	
Year	2012.
Place	Zagreb
Institution	University of Zagreb
Field of training	Education for Equal Opportunities at Croatian Universities
Year	2016.
Place	Split
Institution	Agency for Vocational Education and Training and Adult Education
Field of training	Adult education in Croatia
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian 2
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Course teacher in: - Developmental psychology (Undergraduate study in pedagogy, Undergraduate study in early and pre-school education, Graduate study in primary education) - Attachment across the life-span (Undergraduate study in pedagogy) - Child Abuse & Neglect (Undergraduate study in pedagogy, Graduate study in primary education) - Violence in Close Relationships (Undergraduate study in pedagogy) - Psychology of Parenting (Graduate study in Early and Pre-school education)
Authorship of university/faculty textbooks in the field of the course	1. Dobrota, S. i Reić Ercegovac, I. (2016). *Zašto volimo ono što slušamo: glazbeno-pedagoški i psihologijski aspekti glazbenih preferencija*. Split: Filozofski fakultet u Splitu.
Professional, scholarly and artistic articles published in the last five	1. Reić Ercegovac, I., Ljubetić, M. (2019). Svjesnost u roditeljstvu majki i očeva djece različite dobi: validacija

years in the field of the course (5 works at most) *Note: Course teacher (or co-teacher) in Developmental psychology of Childhood and Adolescence, Developmental psychology of Adulthood and Aging, Emotion and Motivation, Developmental Psychopathology, Applied Research Methods I, Professional Skills and Carrer Planning* *Violence in Close Relationships, Child Abuse and Neglect, Eating Disorders, Attachment across the Life-span, Psychology of music*	hrvatske inačice upitnika. *Psihologijske teme*, 28, 2, 397-418.

2. Dobrota, S., Reić Ercegovac, I., Habe, K. (in press, 2019). Gender differences in musical taste: the mediating role of functions of music. *Društvena istraživanja*, 28(4), 567-586.
3. Reić Ercegovac, I., Koludrović, M., & Mišurac, I. (2019). The contribution of the mathematics self-concept and subjective value of mathematics to mathematical achievement. *Zbornik Instituta za pedagoška istraživanja*, 51, 162-197 doi:https://.org/10.2298/ZIPI1901162R
4. Ljubetić, M., Reić Ercegovac, I. i Mandarić Vukušić, A. (2019). Irresponsible/Unmindful Parenting: An Empire for the Media. U: Lepičnik Vodopivec, J., Jančec, L. i Štemberger, T. (Eds.), Implicit *Pedagogy for Optimized Learning in Contemporary Education* (pp. 270-289). Hershey, PA, USA: IGI Global.
5. Šimunović, M., Reić Ercegovac, I. i Burušić, J. (2018). How Important Is It to My Parents? Transmission of STEM Academic Values: The Role of Parents' Values and Practices and Children's Perceptions of Parental Influences. *International Journal of Science Education*, 40, 9, 977-995.
6. Habe, K., Dobrota, S. i Reić Ercegovac, I. (2018). The Structure of Musical Preferences of Youth: Cross-cultural Perspective. *Muzikološki zbornik*, 54, 1, 141-156.
7. Reić Ercegovac, I., Koludrović, M. i Bubić, A. (2018). Percipirana sigurnost u školi i razredno- nastavno ozračje kao prediktori doživljavanja nasilnih ponašanja. *Napredak: časopis za pedagogijsku teoriju i praksu*, 159, 1-2, 31-52.
8. Gutović, T. i Reić Ercegovac, I. (2017). Osobne značajke i životni ciljevi grupe obožavatelja Cellogirls. Sociologija i prostor: časopis za istraživanje prostornoga i sociokulturnog razvoja, 55, 3, 253-269.
9. Marijanović, I., Kuščević, D. Reić Ercegovac, I. (2017). Teachers ̕ Views of the Potential of the Art Therapy in Young Learners (Stališča učiteljev do možnosti uporabe likovne terapije pri mladih učencih). *Revija za elementarno izobraževanje*, 10, 4, 365-376. DOI: 10.18690/1855-4431.10.4.365-376.
10. Dobrota, S., Reić Ercegovac, I. i Kalebić Jakupčević, K. (2017). Odnos percepcije humora u glazbi i nekih osobina ličnosti. *Theoria*, 19, 38-54.
11. 18. Reić Ercegovac, I., Dobrota, S., Surić, S. (2017). Listening to music and music preferences in early adolescence. *Metodički obzori*, 12, 24, 6-23.
12. Kardum, G., Reić Ercegovac, I. (2017). Provjera latentne strukture revidiranog upitnika kvalitete interakcija roditelj-dijete. Suvremena psihologija, 20,1, 71-87.
13. Vuletić, A., Kardum, G., Reić Ercegovac, I. (2017). Analiza crteža kronično i akutno oobljele djece. *Paediatria Croatica*, 61, 197-203. http://dx.doi.org/10.13112/PC.2017.29
14. Kalebić Jakupčević, K. i Reić Ercegovac, I. (2016). Dobne i spolne značajke depresivnosti u adolescenciji.

	Paediatria Croatica, 60, 139-145. http://dx.doi.org/10.13112/PC.2016 15. Reić Ercegovac, I. (2016). Doživljeno vršnjačko nasilje: relacije s dobi, spolom, razrednim ozračjem i školskim uspjehom. *Školski vjesnik: časopis za pedagoška i školska pitanja*, 65, 2; 251-272. 16. Reić Ercegovac, I. (2015). Transition to parenthood in Croatia: The Role of Individual and Societal Factors in the Subjective Well-being of New Parents. In: K. Lacković Grgin & Z. Penezić (Eds.), *Parenthood and Parenting in Croatia: A Developmental and Socio-cultural Perspective* (pp. 55-82). New York: Nova Science Publishers, Inc.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	1. Koludrović, M. i Reić Ercegovac, I. (2017). Does higher education curriculum contribute to prospective teachers' attitudes, self-efficacy and motivation? *World Journal of Education*, 7, 1, 93-104. 2. Reić Ercegovac, I. (2016). Psihologijski sadržaji i ishodi učenja u obrazovanju odraslih. U: Koludrović, M. i Brčić Kuljiš, M. (Ur.), *Doprinos razvoju kurikuluma namijenjenih stručnjacima u obrazovanju odraslih* (pp. 97-115). Zagreb: Hrvatsko andragoško društvo. 3. Reić Ercegovac, I., Alfirević, N. & Koludrović, M. (2016). School Principals' Communication and Co-Operation Assessment: The Croatian Experience. In: V. Potočan, M. C. Ünğan, Z. Nedelko (Eds.), *Handbook of Research on Managerial Solutions in Non-Profit Organizations* (pp. 276-297). USA, Hershey, Pennsylvania: IGI Global. doi: 10.4018/978-1-5225-0731-4. 4. Reić Ercegovac, I., Koludrović, M. & Bubić, A. (2016). School governance models and school boards: Educational and administrative aspects. In: N. Alfirević, J. Burušić, J. Pavičić, R. Relja (Eds.), *School Effectiveness and Educational Management – Towards a (South-East) European Research and Public Policy Agenda* (pp. 107-124). Palgrave Macmillan. doi:10.1007/978-3-319-29880-1. 5. Koludrović, M. & Reić Ercegovac, I. (2015). Academic Motivation in the Context of Self-Determination Theory in Initial Teacher Education. *Croatian Journal of Education, 17,* Sp.Ed.No.1, 25-36.
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	*1.* 2015 – 2019: senior researcher in scientific project *STEM career aspirations during primary schooling: A cohort-sequential longitudinal study of relations between achievement, self-competence beliefs and career interests*, J. Burušić, PhD, financed by Croatian Scientific Foundation. *2.* 2016: associate in the ESF project *Standards of profession and standards of qualification for professionals in adult education*, leader M. Brčić Kuljiš, PhD 3. 2014 – 2016: member of the Centre of Scientific Excellence in School Effectiveness and Management, leader: J. Pavičić, PhD. 4. 2008 – today: educator in professional projects *With knowledge to childbirth withouth fear, Little secrets of parenthood, Mom is mom – programme for teenage mothers* (Club for pregnant women and parents Split)

The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?-pedagoške kompetencije?	Graduate study in Psychology, University of Zadar (Professor of Psychology)
PRIZES AND AWARDS	
Prizes and awards for teaching and scholarly/artistic work	Bujas golden badge for particularly valuable graduation work in psychology (2001)

First and last name and title of teacher	**Leila Selimbegovic, PhD, associate professor**
The course he/she teaches in the proposed study programme	Group processes
GENERAL INFORMATION ON COURSE TEACHER	
Address	Center for Research on Cognition and Learning (CeRCA), UMR CNRS 7295, Université de Poitiers, 5 rue Théodore Lefebvre, 86000 Poitiers, France
Telephone number	+33 5 49 45 46 11 (office)/ +33 6 72 78 43 98 (mobile)
E-mail address	leila.selimbegovic@univ-poitiers.fr
Personal web page	http://cerca.labo.univ-poitiers.fr/non-classe/leila-selimbegovic/ https://www.researchgate.net/profile/Leila_Selimbegovic
Year of birth	1980
Scientist ID	0000-0002-6994-382X (ORCID)
Research or art rank, and date of last rank appointment	-
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Associate professor, since September 1st, 2010
Area and field of election into research or art rank	Psychology (social)
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Université de Poitiers
Date of employment	September 1st, 2010
Name of position (professor, researcher, associate teacher, etc.)	Associate professor
Field of research	Social psychology
Function	
INFORMATION ON EDUCATION – Highest degree earned	
Degree	Ph.D.
Institution	Université Paris Descartes
Place	Paris
Date	December 17th, 2007
INFORMATION ON ADDITIONAL TRAINING	
Year	2008-2010
Place	Geneva, Switzerland
Institution	Université de Genève
Field of training	Social Psychology (post-doc, research assistant)
MOTHER TONGUE AND FOREIGN LANGUAGES	

Mother tongue	Serbian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (5)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	French (5)
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	• Social perception, University of Poitiers, France (2nd year Psychology bachelor) • The social construction of the self, University of Poitiers, France (Master 2 Humanities for educational science) • Motivation, University of Poitiers, France (Master 1 Humanities for educational science) • Social Cognition, University of Poitiers, France (Master 2 Psychology of cognition and learning) • Emotions: a social psychological viewpoint, University of Poitiers, France (2nd year psychology bachelor) • The self and autobiographical memory, University of Poitiers, France (Master 1 Psychology) • Social Psychology 1, University of Paris Descartes, France (1st year Psychology bachelor, seminars only) • Social Psychology 1, University of Paris Descartes, France (2nd year Psychology bachelor, seminars only)
Authorship of university/faculty textbooks in the field of the course	
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	1. Blažev, M., Karabegović, M., Burušić, J., Selimbegović, L. (2017). Predicting gender-STEM stereotyped beliefs among boys and girls from prior school achievement and interest in STEM school subjects. *Social Psychology of Education*, *20*, 831−847. 2. Selimbegović, L., Chatard, A., Er-Rafiy, A., & Pyszczynski, T. (2016). Nuclear accident reminders and support for nuclear energy: Paradoxical effect. *Journal of Environmental Psychology, 48*, 87−100. 3. Selimbegović, L., Régner, I., Huguet, P., & Chatard, A. (2015). On the power of autobiographical memories: From threat and challenge appraisals to actual behavior. *Memory,* 24, 1382−1389. 4. Selimbegović, L., & Chatard, A. (2015). Single exposure to disclaimers on airbrushed body images increases negative thought accessibility over time. *Body Image, 12*, 1−5.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	-
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	Financed projects: 1. 2013-2017: Idealized beauty in advertisement and negative thought accessibility (BIPA, National Agency for Research, France), role: Principal Investigator; grant n°: ANR13-BSH2-0008-01

	2. 2015-2019: Young people's STEM career aspirations: A longitudinal cohort-sequential study of relations between achievement, self-competence beliefs, aspirations and interests (JOBSTEM, Hrvatska Zaklada za Znanost, Croatia), role: Senior Collaborator; grant n° IP-09-2014-9250
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?-pedagoške kompetencije?	-

PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	Best thesis award, Université Paris Descartes, 2007
Results of student evaluation taken in the last five years for the course that is comparable to the course described in the form (evaluation organizer, average grade, note on grading scale and course evaluated)	Host institution does not conduct evaluations of individual courses or teachers.

First and last name and title of teacher	Ana Slišković, PhD, associate professor
The course he/she teaches in the proposed study programme	Stress at Workplace

GENERAL INFORMATION ON COURSE TEACHER	
Address	Put Gazića 14 B, Zadar
Telephone number	095 900 2159
E-mail address	aslavic@unizd.hr; asliskovic72@gmail.com
Personal web page	http://www.unizd.hr/psihologija/nastavnici/ana-sliskovic
Year of birth	1979
Scientist ID	253804
Research or art rank, and date of last rank appointment	Senior Scientific Associate, 16th of March 2017
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Associate Professor, 6th July 2017
Area and field of election into research or art rank	Social Sciences, Psychology

INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	University of Zadar
Date of employment	16th of September 2002
Name of position (professor, researcher, associate teacher, etc.)	Professor
Field of research	Methodology of psychological research (quantitative and qualitative methods) and occupational stress
Function	Vice Head of Department of Psychology (2-years mandate) and representative of Department of Psychology in the Senate of University of Zadar

INFORMATION ON EDUCATION – Highest degree earned	

Degree	PhD in Social Sciences, Psychology
Institution	University of Zagreb
Place	Zagreb
Date	14th of December 2010
INFORMATION ON ADDITIONAL TRAINING	
Year	Academic year 2004/05
Place	Oxford
Institution	University of Oxford
Field of training	Occupational stress, health and well-being (during noted academic year I was a part of Stress Research Group as a visiting postgraduate student).
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English; excellent (5)
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	*Stress in Work* at the Graduate Study of Psychology at the University of Zadar *Motivation, Work Behaviour and Wellbeing* at the Postgraduate Specialist University Study of the University of Zadar *Managing the Educational Institution* (Since I am one of two teachers at this course, I cover topics from the field of work wellbeing (stress in work, link between stress and psychophysical wellbeing and work behaviour etc.).
Authorship of university/faculty textbooks in the field of the course	1. Slišković, A. (2016). Occupational stress: Review with practical implications for managers of educational institutions (in Croatian: Stres u radu: Pregled područja s praktičnim implikacijama za ravnatelje odgojno-obrazovnih institucija). In: D. Vican, I. Sorić and I. Radeka (Ed*.) Upravljanje odgojno-obrazovnom ustanovom: kompetencijski profil ravnatelja. Sveučilište u Zadru.* 2. Slišković, A. (2017). Occupational stress (in Croatian: Stres u radu). Nastavni materijali. Available at: http://www.unizd.hr/Portals/12/pdf/Nastava/SuR.pdf Note: Teaching materials have been prepared in accordance with the Decision of Commission of publishing activity of the University of Zadar.
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	1. Slišković, A. (2017). Occupational stress in seafaring. In M. MacLachlan (Ed.) *Maritime Psychology: Research in Organizational and Health Behavior at Sea* (pp. 99-126). Springer International Publishing. 2. Burić, I., Slišković, A., Macuka, I. (2017). A mixed-method approach to the assessment of teachers' emotions: Development and validation of the Teacher Emotion Questionnaire. *Educational Psychology*, published online, doi: 10.1080/01443410.2017.1382682, 1-25 3. Slišković, A. & Penezić, Z. (2017). Lifestyle factors in Croatian seafarers as relating to health and stress on board. *Work, 56,* 371-380. 4. Slišković, A., Burić, I., Macuka, I. (2016). The voice of Croatian elementary school teachers: Qualitative analysis of the teachers' perspective on their

	profession. *Teachers and Teaching: Theory and Practice,* published online, doi: 10.1080/13540602.2016.1206521, Pages 1-14 5. Slišković, A., Penezić, Z. (2016). Testing the effects of different aspects of contract and on-board internet access on seafarers' satisfaction and health. *Archives of Industrial Hygiene and Toxicology, 67*, 351-361.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	-
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	1. Contributor to the research project funded by the Croatian Science Foundation *Teachers' emotions and emotion regulation strategies: personal and contextual antecedents and effects on motivation, well-being and relationships with students* (2014-2017), under the guidance of the principal investigator: Irena Burić, PhD.
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?-pedagoške kompetencije?	Methodological-psychological-didactic-pedagogical group of competences acquired through obligatory courses at graduate study of psychology.
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	Golden mark Ramiro Bujas for excellent graduate paper.
Results of student evaluation taken in the last five years for the course that is comparable to the course described in the form (evaluation organizer, average grade, note on grading scale and course evaluated)	For the course Occupational stress at the Department of Psychology University of Zadar in academic year 2015/16 average student evaluation was 4.55 (on the scale 1-5).

First and last name and title of teacher	Zoran Sušanj, PhD, full professor
The course he/she teaches in the proposed study programme	Work and Organizational Psychology
GENERAL INFORMATION ON COURSE TEACHER	
Address	Kosi 28, 51216 Viškovo
Telephone number	098 40 94 94
E-mail address	zsusanj@ffri.hr
Personal web page	https://portal.uniri.hr/Portfelj/1056
Year of birth	1962
Scientist ID	137662
Research or art rank, and date of last rank appointment	Scientific advisor, 9.6.2015.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Full professor, 20.12.2016.
Area and field of election into research or art rank	social sciences, field of psychology

INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences, University of Rijeka
Date of employment	1.9.1986.
Name of position (professor, researcher, associate teacher, etc.)	professor
Field of research	Organizational psychology
Function	Head of the Center for Applied Psychology
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	Faculty of Humanities and Social Sciences, University of Zagreb
Place	Zagreb
Date	28.1.2002.
INFORMATION ON ADDITIONAL TRAINING	
Year	
Place	
Institution	
Field of training	
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (4)
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	- Organizational Psychology, Psychology of Leadership, Organizational Development - Master study of Psychology in Faculty of Humanities and Social Sciences, University of Rijeka - Introduction to Work and Organizational Psychology, Work Psychology, Organizational Psychology, Psychology of Human resources Management - Undergraduate and Master study of Psychology in Faculty of Humanities and Social Sciences Osijek - Psychology of Entrepreneurship, Organizatioanla Culture - Doctoral study of psychology in Faculty of Humanities and Social Sciences, University of Rijeka - Psychology of Entrepreneurship - Doctoral study Innovativeness and Entrepreneurship in Faculty of Economics in Osijek
Authorship of university/faculty textbooks in the field of the course	1. Sušanj, Z. (2005). *Organizacijska klima i kultura*. Jastrebarsko: Naklada Slap.
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	1. Gonan Božac, Marli; Sušanj, Zoran; Besim, Agušaj (2017). Attitudinal and Behavioral Outcomes of P-O Fit and Work Engagement in Hotel Staff. *Organizational Cultures: An International Journal, 17*, 1, 21-38. 2. Sušanj, Zoran; Jakopec, Ana (2016). Towards an understanding of the relationship between supervisors' felt trust and team-effectiveness evaluation. Primenjena psihologija, 9, 4, 413-427 doi:10.19090/pp.2016.4.413-427. 3. Šendula-Pavelić, Martina; Sušanj, Zoran; Jakopec, Ana (2016). Attitudinal, motivational, and behavioural correlates of ethical leadership in healthcare teams. In: Salloch, S., Sandow, V., Schildmann, J., Vollmann, J.

	(ur.), *Ethics and Professionalism in Healthcare: Transition and Challenges* (pp. 126-137). New York: Routledge. 4. Sušanj, Zoran; Zovko Kordić, Marija; Jakopec, Ana (2015). Sukladnost osobnih i organizacijskih vrijednosti i njena povezanost sa zadovoljstvom poslom. U: Radosavljević, Duško (ur.), *Vrednosti i identitet* (pp. 143-162). Novi Sad: Fakultet za pravne i poslovne studije dr Lazar Vrkatić. 5. Sušanj, Z., Jakopec, A., Miljković Krečar, I. (2015). Verifying the model of predicting entrepreneurial intention among students of business and non-business orientation. *Management*, 20, 2, 49-69.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	1. Jakopec, A., Sušanj, Z., Margaretić, A. (2017). Teachers' fairness intensifies students' desirable behaviors: The role of trust in teachers. In: Orel, M. (Ed.) *Modern Approaches to Teaching the Coming Generations* (pp. 1095-1104). EDUvision 2016. Ljubljana: Slovenija. 2. Jeger, M., Sušanj, Z., Mijoč, J. (2014). Entrepreneurial intention modeling using hierarchical multiple regression. *Croatian Operational Research Review*, 5, 2, 361-373. 3. Macko, M., Sušanj, Z., Jakopec, A. (2014). Konstruktywne i kontrprodktywne oblicza przywiazania do organizacji. *Education of Economists and Managers*, 34, 81-101.
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	1. From 2013 - Scientific project leader „Determinants and Effects of Organizational (In) Justice" financed by University of Rijeka. 2. From 2016 - Leader of the scientific team from Faculty of Humanities and Social Sciences in Rijeka as a partner on ERASMUS+ project "Modernisation of Higher Education Institutions (HEIs) through enhancement of Human Resources Management (HRM) function - HRMinHEI". 3. From 2017 - Head of the project „Consulting services for experimental introduction of the system of human resource management in two higher education institutions financed by AZVO.
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?-pedagoške kompetencije?	Study of Psychology, Faculty of Pedagogy, University of Rijeka: graduated psychologist - professor.
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	2011. Social recognition of the Croatian Psychological Society "Marulić: Fiat Psychologia" for a particularly valuable contribution to the development and promotion of Croatian applied psychology. 2013 Psychological Award of the Croatian Psychological Society "Ramiro Bujas" for a special contribution to the social affirmation of psychology. 2014. Annual State Award of the Croatian Parliament for Science: for the popularization and promotion of science in the field of social sciences - for the popularization of

	psychology as a science and promotion of its position in society (a group of scientists). 2015. The Golden Coat of Arms of the Croatian Psychological Society for a Special Contribution to the Work and Development of the CPS. 2018. Award of the Faculty of Humanities and Social Sciences, University of Rijeka for popularization of science in the field of social sciences.
Results of student evaluation taken in the last five years for the course that is comparable to the course described in the form (evaluation organizer, average grade, note on grading scale and course evaluated)	Can be delivered on request.

First and last name and title of teacher	Dr. Lynette Šikić-Mićanović
The course he/she teaches in the proposed study programme	Anthropology
GENERAL INFORMATION ON COURSE TEACHER	
Address	Gradićeva 13, 10020 Zagreb
Telephone number	01 664-1103
E-mail address	lyn@pilar.hr
Personal web page	
Year of birth	1964
Scientist ID	222732
Research or art rank, and date of last rank appointment	Senior Research Fellow 2013
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	
Area and field of election into research or art rank	Social anthropology
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Institute of Social Sciences Ivo Pilar
Date of employment	15-05-1995
Name of position (professor, researcher, associate teacher, etc.)	Researcher
Field of research	Anthropology
Function	Researcher, Project Supervisor, Mentor
INFORMATION ON EDUCATION – Highest degree earned	
Degree	Ph.D.
Institution	Institutum Studiorum Humanitatis
Place	Ljubljana, Slovenia
Date	2005
INFORMATION ON ADDITIONAL TRAINING	
Year	1998-1999
Place	Budapest and Warsaw
Institution	Central European University
Field of training	Higher Education Support Program. Regional Faculty Seminars on Gender and Culture

MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	English
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Croatian (5)

COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Teacher and mentor of anthropology (higher and subsidiary level), International Baccalaureate programme at XV Gimnazija, Zagreb for 3rd and 4th year students between 1991-1993 and 1996. Classes, seminars, fieldwork and exams were all in English.
Authorship of university/faculty textbooks in the field of the course	1. Šikić-Mićanović, L. (2015). *Hidden lives: An anthropological study of rural women* Zagreb, Institute of Social Sciences Ivo Pilar.
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	1. Šikić-Mićanović, L., Radojčić, I. i Marinović Golubić, M. (2018). Transnational Roma Marriage Migration: Challenges and Opportunities Special issue on "Governing Underprivileged Roma Migrations" *Local Economy*: *The Journal of the Local Economy Policy Unit*. 33, 2. 182–186. 2. Šikić-Mićanović, L. (2017). Making Ends Meet: How Roma Families Living in Poverty Cope. *Südost-Europa Journal of Politics and Society*. 65, 3; 520–541. 3. Šikić-Mićanović, L. (2015). Feeding Roma families: From hunger to inequalities. *The online journal of the Institute for Sociology*, Centre for Social Sciences, Hungarian Academy of Sciences. 3; 107–127. 4. Šikić-Mićanović, L. (in press). Tackling intersectional discrimination: The life trajectories of Roma women living in poverty. *Baltic worlds*.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	1. Šikić-Mićanović, L. (2015). Methodological considerations (Chapter 2) In: *Hidden lives: An anthropological study of rural women* Zagreb, Institute of Social Sciences Ivo Pilar. 2. Šikić-Mićanović, L. (2015). Foregrounding the Self in Fieldwork (Chapter 3) In: *Hidden lives: An anthropological study of rural women* Zagreb, Institute of Social Sciences Ivo Pilar
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	1. 2015 *Global project on family equality* (25 countries) coordinated by Prof. Francine Deutsch, USA, Researcher for Croatia 2. 2013–2014 *RECI+ Croatia Roma Early Childhood Initiative,* OSI, UNICEF, REF, Principal Investigator 3. 2015-2016 Life-Strategies and Survival Strategies of Households and Individuals in South-East European Societies in the Times of Crisis SCOPES Swiss National Science Foundation, Expert 4. 2016-2017 *Comparing Croatian and Slovenian prostitution regimes*, Independent Social Research Foundation, UK, Co-researcher 5. 2017–2021: GENMOD Relational Gender Identities in Croatia: Modernization and Development Perspectives, Croatian Science Foundation, Co-researcher
The name of the programme and the volume in which the main teacher passed exams in/acquired	B.A. in Anthropology (Major) and Psychology, Adelaide University, Australia

the methodological-psychological-didactic-pedagogical group of competences?-pedagoške kompetencije?	M.A in Anthropology, Institutum Studiorum Humanitatis, Ljubljana, Slovenia Ph.D. in Anthropology, Institutum Studiorum Humanitatis, Ljubljana, Slovenia Supervisor for junior research assistants at Ivo Pilar Institute and mentor for doctoral students at Faculty of Humanities and Social Sciences, Zagreb. Member of Ethics Committee Board for research projects at Ivo Pilar Institute since 2014 Editorial Board member (since 2009) and reviewer (since 2002) for *Društvena istraživanja* Reviewer for articles in anthropology and qualitative research for *Eastern European Countryside, Anthropological Notebooks, Romani studies, Sociologija i prostor, and Etnološka tribina*
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	-
Results of student evaluation taken in the last five years for the course that is comparable to the course described in the form (evaluation organizer, average grade, note on grading scale and course evaluated)	-

First and last name and title of teacher	**Zorana Šuljug Vučica, PhD, assistant professor**
The course he/she teaches in the proposed study programme	Sociology
GENERAL INFORMATION ON COURSE TEACHER	
Address	Paraćeva 106
Telephone number	0981716451
E-mail address	zorana@ffst.hr
Personal web page	
Year of birth	1980
Scientist ID	271216
Research or art rank, and date of last rank appointment	
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Assistant professor, June 26th, 2013
Area and field of election into research or art rank	Social sciences, sociology
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences in Split
Date of employment	February 1st, 2006
Name of position (professor, researcher, associate teacher, etc.)	Assistant professor
Field of research	Sociology, sociological methodology

Function	
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	Postgraduate study of sociology, Faculty of Humanities and Social Sciences in Zagreb
Place	Zagreb
Date	2011
INFORMATION ON ADDITIONAL TRAINING	
Year	
Place	
Institution	
Field of training	
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English, 5
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Sociology at the Faculty of Humanities and Social Sciences in Split, Teaching Studies
Authorship of university/faculty textbooks in the field of the course	-
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	1. Lončar, M., Šuljug Vučica, Z., Nigoević, M. (2016). Constructing Masculinity through Images: Content Analysis of Lifestyle Magazines in Croatia. *International Journal of Social, Behavioral, Educational, Economic, Business and Industrial Engineering*, 10(10), 3123-3126. 2. Šuljug Vučica, Z.; Lončar, M.; Nigoević, M. (2015). Representation of Feminity in Advertising Images: A Visual Analysis. 2nd International Multidisciplinary Scientific Conference on Social Science and Arts (SGEM 2015). *Conference proceedings.* Secretariat Bureau (Ed.). Sofija, Bugarska: STEF 92 Technology Ltd. pp. 761-768. 3. Šuljug Vučica, Z.; Lončar, M., Plepel, A. (2015). Internet and the Democratization of Media Content in Croatia: Content Analysis of Web Portals. *Mediterranean Journal of Social Sciences*, 6(2) S5:243-248. 4. Lončar, M.; Nigoević, M.; Šuljug Vučica, Z. (2015). Media Representation of the Human Body: Discourse Analysis of Advertisements. *Култура = Culture*, 5 (11): 121-129.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	
Professional, science and artistic projects in the field of the course	

carried out in the last five years (5 at most)	
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?	She graduated sociology and English language and literature at the University of Zadar in 2004 and acquired the professional title of professor of sociology and professor of English language and literature.
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	
Results of student evaluation taken in the last five years for the course that is comparable to the course described in the form (evaluation organizer, average grade, note on grading scale and course evaluated)	Positive, can be delivered on request.

Curriculum vitae of associate teacher

First and last name and title of teacher	**Bruno Barać, mag.psych.**
The course he/she teaches in the proposed study programme	Applied research methods I, Applied research methods II, Statistics I, Developmental psychology of childhood and adolescence, Developmental psychopathology, Educational Psychology
GENERAL INFORMATION ON COURSE TEACHER	
Address	Biokovska 4
Telephone number	091/519-9778
E-mail address	bbarac@ffst.hr
Personal web page	-
Year of birth	1991.
Scientist ID	366023
Research or art rank, and date of last rank appointment	-
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	-
Area and field of election into research or art rank	-
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	University of Split, Faculty of Humanities and Social Sciences in Split
Date of employment	2017
Name of position (professor, researcher, associate teacher, etc.)	Assistant
Field of research	Psychology, Developmental psychology
Function	Assistant
INFORMATION ON EDUCATION – Highest degree earned	
Degree	mag.psych.
Institution	University of Zadar

Place	Zadar
Date	July, 2015.
INFORMATION ON ADDITIONAL TRAINING	
Year	2016-
Place	Zadar
Institution	European Accredited Psychotherapy Training Institute (EAPTI) Psihika
Field of training	Gestalt Psychotherapy
Year	2015
Place	Split
Institution	Cambridge English language Assessment, Part of University of Cambridge
Field of training	English language
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English language 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian language 2
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Developmental psychology at the Faculty of Humanities and Social Sciences, University of Split (seminars)
Authorship of university/faculty textbooks in the field of the course	-
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	1. Barać, B., & Vulić- Prtorić, A. (2016). What does the Eyes Test Really Examine? Some Methodological Difficulties in Testing Mind Theory Using The Eyes Test. *Clinical Psychology, Vol.9*(2), 217-238
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	-
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	-
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?-pedagoške kompetencije?	Programme for the acquisition of teacher competences, Department of pedagogy, University of Zadar (60 ECTS)
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	-
Results of student evaluation taken in the last five years for the course that is comparable to the course described in the form (evaluation	-

organizer, average grade, note on grading scale and course evaluated)	

First and last name and title of teacher	**Ana Đorić, mag.psych.**
The course he/she teaches in the proposed study programme	Work and Organizational Psychology
GENERAL INFORMATION ON COURSE TEACHER	
Address	Sveučilišna avenija 4
Telephone number	051/265-662
E-mail address	ana.djoric.cpp@uniri.hr
Personal web page	-
Year of birth	1993.
Scientist ID	-
Research or art rank, and date of last rank appointment	Research assistant, 15th December, 2017
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	-
Area and field of election into research or art rank	Psychology
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences
Date of employment	01.09.2017.
Name of position (professor, researcher, associate teacher, etc.)	Professional associate, Assistant
Field of research	Organizational psychology
Function	-
INFORMATION ON EDUCATION – Highest degree earned	
Degree	Mag. psych.
Institution	Faculty of Humanities and Social Sciences
Place	Rijeka
Date	13th July, 2017
INFORMATION ON ADDITIONAL TRAINING	
Year	-
Place	-
Institution	-
Field of training	-
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (5)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian (4)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Spanish (3), French (2)
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name	Organizational psychology, Master in Psychology Psychology of leadership, Master in Psychology

title of course, study programme where it is/was offered, and level of study programme)	
Authorship of university/faculty textbooks in the field of the course	-
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	-
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	-
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	-
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	-
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	-
Results of student evaluation taken in the last five years for the course that is comparable to the course described in the form (evaluation organizer, average grade, note on grading scale and course evaluated)	-

First and last name and title of teacher	Katija Kalebić Jakupčević, PhD
The course he/she teaches in the proposed study programme	Emotion and motivation, Developmental Psychology of Adulthood and Aging, Developmental Psychopathology, Eating Disorders, Child Abuse and Neglect, Violence in Close Relationships
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, 21000 Split
Telephone number	
E-mail address	kkalebicjakupcevic@ffst.hr
Personal web page	
Year of birth	1978.
Scientist ID	345266
Research or art rank, and date of last rank appointment	Scientific Associate, 2019.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	
Area and field of election into research or art rank	Social Sciences, Psychology

INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences
Date of employment	2019.
Name of position (professor, researcher, associate teacher, etc.)	Associate teacher, researcher
Field of research	Clinical Psychology, Developmental Psychology
Function	-
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	University of Zagreb, Faculty of Humanities and Social Sciences, Department Psychology
Place	Zagreb
Date	2014.
INFORMATION ON ADDITIONAL TRAINING	
Year	2008-2013
Place	Zagreb
Institution	HUBIKOT
Field of training	Cognitive-behavioural therapy
Year	2009
Place	Dubrovnik
Institution	European Association for CBT
Field of training	Metacognitive therapy in depression
Year	2018
Place	Split
Institution	Social welfare centre Split
Field of training	How to motivate behavioural change
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (5)
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Associate teacher in courses: Paediatrics (Medical School, University of Split) Basics of developmental psychology (five-year graduate study), Parenting, Psychology of children's drawings, Attachment across life span (graduate studies), Psychology of nutrition, Positive psychology (graduate studies)
Authorship of university/faculty textbooks in the field of the course	-
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	1. Kalebić Jakupčević, K. i Živčić-Bećirević, I. (2017). Doprinos ruminacije, usredotočenosti, potiskivanja misli i metakognitivnih vjerovanja objašnjenju depresivnosti. *Psihologijske teme, 26*(2), 335-354. 2. Dobrota, S., Reić Ercegovac, I. i Kalebić Jakupčević, K. (2017). Odnos percepcije humora u glazbi i nekih osobina ličnosti. *Theoria, 19*, 38-54. 3. Kalebić Jakupčević, K. i Reić Ercegovac, I. (2016). Dobne i spolne razlike u depresivnosti kod djece i adolescenata na području grada Splita. *Paediatria Croatica, 60*(4), 133-140.

	4. Kalebić Jakupčević, K. i Živčić-Bećirević, I. (2016). Kognitivni i metakognitivni procesi u depresivnom poremećaju. *Socijalna psihijatrija, 44*(3), 185-195. 5. Kuzmanić Šamija, R., Kolić, K., Markić, J., Polić, B., Kalebić Jakupčević, K., Lozić, B., Lazibat, I., Unić, I. i Zemunik, T. (2014). Correlation of serial MRI findings and clinical outcome in the first Croatian patient with acute necrotizing encephalopathy. *Croatian medical journal, 55*(4), 431-433.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	1. Koludrović, M. i Kalebić Jakupčević, K. (2017). Odnos razrednog ozračja i školskog uspjeha učenika osnovnoškolske dobi. *Školski vjesnik: časopis za pedagoška i školska pitanja, 66*(4), 557-572.
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	▪ 2018.- koordinatorica preventivnog programa „Zastupam sebe-poštujem tebe" pri Obiteljskom centru CZSS ▪ 2018.- suradnica programa edukacije za roditelje-posvojitelje pri CZSS ▪ 2018.- suradnica na projektu UNICEF-a „Rastimo zajedno i mi" pri Centru za podršku roditeljstvu „Rastimo zajedno"
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	Graduate study of Psychology, University of Split, Faculty of Philosophy in Zadar
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	-
Results of student evaluation taken in the last five years for the course that is comparable to the course described in the form (evaluation organizer, average grade, note on grading scale and course evaluated)	Positive, can be delivered at request.

First and last name and title of teacher	Sani Kunac, teaching assistant
The course he/she teaches in the proposed study programme	Child and Creativity
GENERAL INFORMATION ON COURSE TEACHER	
Address	Mosećka, 21000 Split
Telephone number	021/545-586
E-mail address	skunac@ffst.hr
Personal web page	-
Year of birth	1990.
Scientist ID	352646
Research or art rank, and date of last rank appointment	
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	

Area and field of election into research or art rank	Social sciences, Education
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	1.4.2016.
Name of position (professor, researcher, associate teacher, etc.)	Teaching assistant
Field of research	Education
Function	Teaching assistant
INFORMATION ON EDUCATION – Highest degree earned	
Degree	mag. paed. i mag. educ. philol. croat.
Institution	Faculty of Humanities and Social Sciences
Place	Split
Date	15.7.2014.
INFORMATION ON ADDITIONAL TRAINING	
Year	
Place	
Institution	
Field of training	
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English - 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian - 3
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Conducting seminars of the course *Creativity as a pedagogical challenge* at the undergraduate level of study at the Department of Pedagogy.
Authorship of university/faculty textbooks in the field of the course	
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	1. Kunac, S. (2015.), Kreativnost i pedagogija. *Napredak*, 156(4), 423-446. 2. Jukić, T., Kostović-Vranješ, V. i Kunac, S. (2015.), Poticanje kreativnosti u visokoškolskoj nastavi s ciljem unaprjeđenja kvalitete života studenata. U S., Kaljača, i M., Nikolić, (ed.). *VI međunarodna naučno-stručna konferencija: Unapređenje kvalitete života djece i mladih, Ohrid, Makedonija. Tematski zbornik I. dio* (pp. 314-323),Tuzla: Udruženje za podršku i kreativni razvoj djece i mladih i Edukacijsko-rehabilitacijski fakultet Univerziteta u Tuzli
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	1. Frania, M. i Kunac, S. (2018). Variety of Gamification in the Education - the Polish and Croatian Perspective. In J., Beseda, i L. Rohlikova, (ed.). *DisCo 2018: Overcoming the Challenges and Barriers in Open Education, 13th conference reader* (pp. 5-20), Prag : Centre for Higher Education Studies.

Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	-
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?	Study of Pedagogy and teacher orientation in the Study of Croatian language and literature (graduate level).
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	/
Results of student evaluation taken in the last five years for the course that is comparable to the course described in the form (evaluation organizer, average grade, note on grading scale and course evaluated)	Average grade - 5

First and last name and title of teacher	**Linda Lušić Kalcina, MSc**
The course he/she teaches in the proposed study programme	Clinical Psychology
GENERAL INFORMATION ON COURSE TEACHER	
Address	Sukoišanska 12
Telephone number	00385 21 557 861; cell 00385 98 510 596
E-mail address	linda.lusic@mefst.hr
Personal web page	-
Year of birth	1987
Scientist ID	333750
Research or art rank, and date of last rank appointment	Research fellow
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	
Area and field of election into research or art rank	
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	School of Medicine University of Split
Date of employment	January, 2012
Name of position (professor, researcher, associate teacher, etc.)	Research fellow; Project: Neural control of breathing in wakefulness and sleep
Field of research	Neuroscience, Sleep medicine
Function	-
INFORMATION ON EDUCATION – Highest degree earned	
Degree	MSc; Master of Psychology
Institution	University of Zagreb, Center for Croatian studies; Psychology
Place	Zagreb, Croatia
Date	September, 2010
INFORMATION ON ADDITIONAL TRAINING	
Year	2013 – ongoing
Place	Split, Croatia

Institution	School of Medicine, University of Split; Translational research in biomedicine
Field of training	Doctoral school; Biomedicine
Year	2014 - June
Place	Oxford UK
Institution	University of Oxford
Field of training	Sleep medicine summer school
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (5)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian (3)
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	-
Authorship of university/faculty textbooks in the field of the course	Authorship of a book chapter: 1. Lušić I., & Lušić L. (2015). Kvaliteta života nakon moždanog udara. U: Sinanović O, Trkanjec Z, Aleksić V, (ur), *Nemotorni simptomi nakon moždanog udara* (pp. 257-261). Medicinska naklada. 2. Lušić I., & Lušić L. (2015). Kognitivno bihevioralna rehabilitacija nakon moždanog udara. U: Sinanović O, Trkanjec Z, Aleksić V, (ur), *Nemotorni simptomi nakon moždanog udara* (pp. 262-269). Medicinska naklada
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	1. Pecotic R, Dodig IP, Valic M, Galic T, Kalcina LL, Ivkovic N, Dogas Z. (2018). Effects of CPAP therapy on cognitive and psychomotor performances in patients with severe obstructive sleep apnea: a prospective 1-year study. *Sleep and Breathing*, doi: 10.1007/s11325-018-1642-6. 2. Lusic Kalcina L, Valic M, Pecotic R, Pavlinac Dodig I, Dogas Z. (2017). Good and poor sleepers among OSA patients: sleep quality and overnight polysomnography findings. *Neurological Sciences*, 38 (7); 1299-1306. 3. Mihalj M, Lusic L, Dogas Z. (2016). Reduced evoked motor and sensory potential amplitudes in obstructive sleep apnoea patients. *Journal of sleep research*, 25 (3); 287-295. 4. Britvic D, Anticevic V, Kaliterna M, Lusic L, Beg A, Brajević-Gizdić I, Kudric M, Stupalo Z, Krolo V, Pivac N. Comorbidities with Posttraumatic Stress Disorder (PTSD) among combat veterans: 15 years postwar analysis. *International journal of clinical and health psychology*. 2015; 15 (2); 81-92. 5. Valic M, Pecotic R, Lusic L, Peros K, Pribudic Z, Dogas Z. (2014). The relationship between sleep habits and academic performance in dental students in Croatia. *European Journal of Dental Education*, 18; 187-194.

Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	-
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	1. Neural control of breathing during wakefulness and sleep (Leader of the project Zoran Đogaš, University of Split School of Medicine, project Croatian Ministry of Science, Sport and Education 216-2163166-0513) – research fellow 2. Early diagnosis and thrombolytic therapy of ishemic stroke (Leader of the project Stipan Jankovic, University of Split School of Medicine, project Croatian Ministry of Science, Sport and Education 216-0000000-0525) – research fellow 3. Translational research on neuroplasticity of breathing and effect of intermittent hypoxia in anesthesia and sleep, Zoran Đogaš, Croatian Science Foundation 2014 –associate 4. Changes of breathing and sympathetic nerve activity during intermittent hypoxic exposures – role of serotonin, Croatian Science foundation - associate
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	Undergraduate and Graduate study of Psychology; University of Zagreb Center for Croatian studies
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	-
Results of student evaluation taken in the last five years for the course that is comparable to the course described in the form (evaluation organizer, average grade, note on grading scale and course evaluated)	-

First and last name and title of teacher	**Toni Maglica, PhD**
The course he/she teaches in the proposed study programme	Behavioural Addictions, Prevention of Behavioural Problems
GENERAL INFORMATION ON COURSE TEACHER	
Address	Magistrala Solin 55b
Telephone number	098 708 341
E-mail address	tmaglica@ffst.hr
Personal web page	-
Year of birth	1977
Scientist ID	364892
Research or art rank, and date of last rank appointment	-

Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	-
Area and field of election into research or art rank	-

INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences
Date of employment	7.09.2017.
Name of position (professor, researcher, associate teacher, etc.)	Associate teacher
Field of research	Social pedagogy; prevention, education and rehabilitation
Function	Assistant

INFORMATION ON EDUCATION – Highest degree earned	
Degree	Ph.D.
Institution	University of Zagreb, Faculty of Special Education and Rehabilitation
Place	Zagreb
Date	10.10.2017.

INFORMATION ON ADDITIONAL TRAINING	
Year	-
Place	-
Institution	-
Field of training	-

MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (5)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian (3)

COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Social pedagogy (Department of Pedagogy, undergraduate) Prevention of behavioural problems (Department of Pedagogy, graduate) Child and society (Teacher education; Department for early and preschool education, undergraduate)
Authorship of university/faculty textbooks in the field of the course	-
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	1. Maglica, T. Obilježja roditeljstva i odnos roditelja prema kockanju kao prediktori kockanja muške djece. *Doktorska disertacija,* ERF, Sveučilište u Zagrebu. 2. Maglica, T., Džanko, P. (2016). Internalizirani problemi u ponašanju među splitskim srednjoškolcima. *Školski vjesnik*, 4(65), 559-586. 3. Maglica, T., Jerković, D. (2014). Procjena rizičnih i zaštitinih čimbenika za internalizirane probleme u školskom okruženju. *Školski vjesnik*, 3(63), 149-169.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	

Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	1. Scientific project "Youth gambling in Croatia"
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	University of Zagreb, Faculty of Special Education and Rehabilitation (undergradute, graduate and doctoral study)

PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	-
Results of student evaluation taken in the last five years for the course that is comparable to the course described in the form (evaluation organizer, average grade, note on grading scale and course evaluated)	Student's evaluation for all the courses held at the University of Split, Faculty of Humanities and Social Sciences- average grade 4.8. – 5.0.

First and last name and title of teacher	**Doris Matošić, PhD**
The course he/she teaches in the proposed study programme	Psychology of Sport and Exercise
GENERAL INFORMATION ON COURSE TEACHER	
Address	Gajeva 5, Split 21000
Telephone number	+385 (0)99 649 23 02
E-mail address	matosicdoris@gmail.com
Personal web page	
Year of birth	1987
Scientist ID	
Research or art rank, and date of last rank appointment	
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	
Area and field of election into research or art rank	
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Croatian football club 'Hajduk' Split
Date of employment	18 th April 2018
Name of position (professor, researcher, associate teacher, etc.)	Sport psychologist
Field of research	Sport psychology
Function	Sport psychologist in a Football youth academy
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	University of Birmingham
Place	Birmingham, United Kingdom
Date	13th July 2017
INFORMATION ON ADDITIONAL TRAINING	
Year	
Place	

Institution	
Field of training	
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Spanish 2
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Illinois State University, USA, *graduate teaching assistant*, fall 2010 - spring 2012 Courses: *Swimming - undergraduate studies,* *Aquatic fitness - undergraduate studies,* *First aid (licensed teacher) - undergraduate studies.* University of Birmingham, UK, *lecturer*, fall 2013 - spring 2016 Courses: *Research methods and statistics for sport and exercise sciences - undergraduate studies*
Authorship of university/faculty textbooks in the field of the course	Book chapter: **Matosic, D.**, Ntoumanis, N., & Quested, E. (2016). Antecedents of need supportive and controlling interpersonal styles from a self-determination theory perspective: A review and implications for sport psychology research. In M. Raab, P. Wylleman, R. Seiler, A. M. Elbe, & A. Hatzigeorgiadis (Eds.), *Sport and exercise psychology research: From theory to practice* (pp. 145-180). Elsevier.
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	1. Matosic, D., Ntoumanis, N., Boardley, I.D., Sedikides, C., Stewart, B., & Chatzisarantis, N. (2017). Narcissism and coach behaviors: A self-determination theory perspective. *Scandinavian Journal of Medicine & Science in Sports, 27*, 254-261. doi: 10.1111/sms.12635 2. Matosic, D., Ntoumanis, N., Boardley, I.D., Stenling, A., & Sedikides, C. (2016). Linking narcissism, motivation, and doping attitudes in sport: A multilevel investigation involving coaches and athletes. *Journal of Sport & Exercise Psychology, 38,* 556-566. doi: 10.1123/jsep.2016-0141 3. Matosic, D., & Cox, A. E. (2014). Athletes' motivation regulations and need satisfaction across combinations of perceived coaching behaviors. *Journal of Applied Sport Psychology, 26*(3), 302-317. doi: 10.1080/10413200.2013.879963 4. Matosic, D., Cox, A. E., & Amorose, A. J. (2014). Scholarship status, controlling coaching behavior, and

	intrinsic motivation in collegiate swimmers: A test of cognitive evaluation theory. *Sport, Exercise and Performance Psychology*, *3*(1), 1-12. doi: 10.1037/a0031954
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	-
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	ESA (Enriched Sport Activities) ERASMUS+ project – *researcher* SAVE (Sport Against Violence and Exclusion) ERASMUS+ project – *researcher*
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?	Undergraduate studies; Associate Fellow of Higher Education Academy UK certificate through Postgraduate Certificate in Advanced Research Methods and Statistics.
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	"*Matosic, D., Ntoumanis, N., Boardley, I.D., Stenling, A., & Sedikides, C (2017). Linking narcissism, motivation, and doping attitudes in sport: A multilevel investigation involving coaches and athletes. Journal of Sport & Exercise Psychology. doi: 10.1123/jsep.2016-0141*" nominated for the *Journal of Sport & Exercise Psychology* outstanding paper award for 2016 2013 Jorndt Graduate Student/Faculty Research Award, Illinois State University, Normal, IL. 2012 College of Applied Science and Technology Outstanding Graduate Student Researcher Award in the James L. Fisher Outstanding Thesis Competition for the thesis on "*The role of perceived coaching behavior in the relationship between scholarship status and motivation in college athletes*", Illinois State University, Normal, IL.
Results of student evaluation taken in the last five years for the course that is comparable to the course described in the form (evaluation organizer, average grade, note on grading scale and course evaluated)	-

First and last name and title of teacher	**Irena Mišetić, MSc**
The course he/she teaches in the proposed study programme	Clinical Psychology, Health Psychology
GENERAL INFORMATION ON COURSE TEACHER	
Address	Starčevićeva 32, Split
Telephone number	0959032650

E-mail address	irenamisetic@yahoo.com
Personal web page	-
Year of birth	1978
Scientist ID	
Research or art rank, and date of last rank appointment	
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	
Area and field of election into research or art rank	
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	University Hospital of Split, Department for Paediatrics
Date of employment	1.3.2003.
Name of position (professor, researcher, associate teacher, etc.)	Head of the Department of Psychology
Field of research	
Function	
INFORMATION ON EDUCATION – Highest degree earned	
Degree	Specialist of clinical psychology
Institution	University of Zagreb, Department of Psychology
Place	Zagreb
Date	2009.
INFORMATION ON ADDITIONAL TRAINING	
Year	2018
Place	Zagreb
Institution	University of Zagreb, Department of Psychology
Field of training	Doctoral studies of psychology
INFORMATION ON ADDITIONAL TRAINING	
Year	2004.-2018
Place	Zagreb
Institution	European Association for Behavioural and Cognitive therapies (Hrvatsko udruženje za bihevioralne i kognitivne terapije)
Field of training	Cognitive Behavioural Therapies
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (4)
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	- Pediatrics: Attachment - early mother-child relationship (seminar), medical school, graduate level - Communication Skills (exercises), physiotherapy and nursing, bachelor degree - Psychology of disability (exercises), physiotherapy, bachelor degree - Health psychology (exercises), nursing, bachelor degree
Authorship of university/faculty textbooks in the field of the course	-
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	1. Mišetić, I., Bubić, A. (2016). Croatian translation of cognitive emotional regulation questionnaire - short form. *Clinical Psychology*, 9 (2), 239-256.

Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	Graduate study in Psychology
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	-
Results of student evaluation taken in the last five years for the course that is comparable to the course described in the form (evaluation organizer, average grade, note on grading scale and course evaluated)	-

First and last name and title of teacher	**Nelija Rudolfi mag. psych.**
The course he/she teaches in the proposed study programme	Media psychology
GENERAL INFORMATION ON COURSE TEACHER	
Address	Gundulićeva 11
Telephone number	0913773672
E-mail address	nelija@admoneo.hr
Personal web page	
Year of birth	1972.
Scientist ID	
Research or art rank, and date of last rank appointment	
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	
Area and field of election into research or art rank	
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Digitus d.o.o.
Date of employment	1.8.2016.
Name of position (professor, researcher, associate teacher, etc.)	psychologist
Field of research	consumer psychology, clinical psychology
Function	managing partner
INFORMATION ON EDUCATION – Highest degree earned	
Degree	mag. psychology
Institution	Faculty of Philosophy Zagreb

Place	Zagreb
Date	15.12.1995.
INFORMATION ON ADDITIONAL TRAINING	
Year	2017 -
Place	Zagreb, Split
Institution	HUBIKOT
Field of training	Clinical psychology
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English 4
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German 3
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	
Authorship of university/faculty textbooks in the field of the course	
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?-pedagoške kompetencije?	
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	
Results of student evaluation taken in the last five years for the course that is comparable to the course described in the form (evaluation organizer, average grade, note on grading scale and course evaluated)	

First and last name and title of teacher	Ana Šimunić, PhD, assistant professor
The course he/she teaches in the proposed study programme	Basics of Psychometrics
GENERAL INFORMATION ON COURSE TEACHER	
Address	Slanac 16, 23205 Bibinje, Hrvatska
Telephone number	+38523/200-570 (mob: +38595/845-8525)
E-mail address	asimunic@unizd.hr
Personal web page	
Year of birth	1986
Scientist ID	311674
Research or art rank, and date of last rank appointment	
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Assistant professor, October 15th, 2018
Area and field of election into research or art rank	Social sciences, Psychology
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	University of Zadar, Department of Psychology
Date of employment	January 1st, 2009
Name of position (professor, researcher, associate teacher, etc.)	professor
Field of research	Psychometrics, Organizational Psychology
Function	
INFORMATION ON EDUCATION – Highest degree earned	
Degree	Dr. sc. (doctor of science)
Institution	University of Zagreb, Faculty of humanities and social sciences
Place	Zagreb, Croatia
Date	April 27th, 2015
INFORMATION ON ADDITIONAL TRAINING	
Year	2017
Place	Zadar
Institution	Autogenic Training Academy (Croatia)
Field of training	Autogenic training
Year	2016
Place	Zadar
Institution	University of Zadar
Field of training	Dreams in Psychotherapy
Year	2016
Place	Zadar
Institution	University of Zadar
Field of training	The power of the image in psychotherapy - integrative art psychotherapy
Year	2016
Place	Capital Hilton, Washington, D.C
Institution	Work-Family Research Network
Field of training	Mentoring Workshop
Year	2015
Place	Zagreb
Institution	University of Zagreb
Field of training	Taylor & Francis „How to Get Published"

Year	2013
Place	Zagreb
Institution	Europe House
Field of training	Financing research and development projects from the funds of the European Union
Year	2009
Place	Ljubljana
Institution	University of Ljubljana
Field of training	Confirmatory Factor Analysis and Structural Equation Modelling, ECPR Summer School in Methods and Techniques
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian/English
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (5)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian (3)
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Course associate: Psychometry, Measurement Theories, Computer Application in Psychology, Marketing and Market Research, Developmental Change Research Methodology, History of Psychology, Relationship of Work and Family Roles: Theory and Research, Basics of Environmental Psychology (University of Zadar, undergraduate and graduate level)
Authorship of university/faculty textbooks in the field of the course	-
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	1. Šimić Šašić, S., Šimunić, A., Ivković, A., Ključe, A. (2018). The Correlation of Perceptions of Professional Roles and Teacher Beliefs with the Quality of Teacher Interaction. *Journal of Research in Science, Mathematics and Technology Education*, 1, 2, 207-227. 2. Šimunić, A. (2017). Work-family Conflict, Social Support, and the Quality of Family Functioning of Men and Women regarding Striving for Achievement. In: Burić, I. (Ed.), 20th PSYCHOLOGY DAYS IN ZADAR Book of Selected Proceedings (pp. 247-254). Zadar: Sveučilište u Zadru. 3. Šimunić, A., Pandža, M., Gregov, Lj. (2017). Some determinants of the perception of work-family conflict: A dyadic approach. *Primenjena psihologija, 10*(2), 245-262. 4. Milas, M. i Šimunić, A. (2016). Odnos kreativnosti sa shizotipijom i psihoticizmom kod studenata umjetničkih i neumjetničkih usmjerenja [The relationship of creativity with schizotypy and psychoticism in students of artistic and other domains] *Suvremena psihologija, 19*(2), 205-215. 5. Knežević, I., Gregov, Lj.; Šimunić, A. (2016). Salience and conflict of work and family roles among employed men and women. *Archives of Industrial Hygiene and Toxicology, 67*(2), 152-163.

Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	Since March 2018, she has been involved in an international project „Silence at work – A cross-cultural study on four motives for employee silence and their potential antecedents and consequences"
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?	As part of the graduate study of psychology at the University of Zadar

PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	2012 IARR Conference Student Submission Award The award for scientific achievements of teachers in associate position, Department of Psychology, University of Zadar - 2015
Results of student evaluation taken in the last five years for the course that is comparable to the course described in the form (evaluation organizer, average grade, note on grading scale and course evaluated)	University of Zadar, 4 (B), Psychometrics University of Zadar, 3.5 (B), Measurement Theories

First and last name and title of teacher	**Nikolina Vrljičak Davidović, mag psych.**
The course he/she teaches in the proposed study programme	Psychopathology

GENERAL INFORMATION ON COURSE TEACHER	
Address	Meštrovićevo šetalište 90B
Telephone number	0958629428
E-mail address	nikolina.davidovic@kbsplit.hr, nikolina.davidovic87@gmail.com
Personal web page	-
Year of birth	1987
Scientist ID	-
Research or art rank, and date of last rank appointment	
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	-
Area and field of election into research or art rank	-

INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	KBC Split
Date of employment	5.4.2014.
Name of position (professor, researcher, associate teacher, etc.)	psychologist

Field of research	Youth mental health
Function	Research assistant
INFORMATION ON EDUCATION – Highest degree earned	
Degree	Mag psych
Institution	University of Zagreb, Faculty of humanities and social sciences, Department of Psychology
Place	Zagreb
Date	12.9.2012.
INFORMATION ON ADDITIONAL TRAINING	
Year	2016 -
Place	Split
Institution	Medical school, TRIBE PhD programme
Field of training	Child and adolescent mental health
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (5)
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	-
Authorship of university/faculty textbooks in the field of the course	-
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	1. Revet, A., Hebebrand, J., Bhide, S., Caseiro, J., Conti, E., Deutz, M., . . . Klauser, P. (2018). Dual training as clinician-scientist in child and adolescent psychiatry: are we there yet? *Eur Child Adolesc Psychiatry*. doi:10.1007/s00787-017-1104-x 2. Stevanovic, D., Jafari, P., Knez, R., Franic, T., Atilola, O., Davidovic, N., . . . Lakic, A. (2017). Can we really use available scales for child and adolescent psychopathology across cultures? A systematic review of cross-cultural measurement invariance data. *Transcult Psychiatry, 54*(1), 125-152. doi:10.1177/1363461516689215 3. Stevanovic, D., Bagheri, Z., Atilola, O., Vostanis, P., Stupar, D., Moreira, P., . . . Ribas, R. (2016). Cross-cultural measurement invariance of the Revised Child Anxiety and Depression Scale across 11 world-wide societies. *Epidemiol Psychiatr Sci*, 1-11. doi:10.1017/S204579601600038X 4. Singh SP, Tuomainen H, Girolamo G, Maras A, Santosh P, McNicholas F, Schulze U, Purper-Ouakil D, Tremmery S, Franić T, Madan J, Paul M, Verhulst FC, Dieleman GC, Warwick J, Wolke D, Street C, Daffern C, Tah P, Griffin J, Canaway A, Signorini G, Gerritsen S, Adams L, O'Hara L, Aslan S, Russet F, Davidović N, Tuffrey A, Wilson A, Gatherer C, Walker L; MILESTONE Consortium. Protocol for a cohort study of adolescent mental health service users with a nested cluster randomised controlled trial to assess the clinical and cost-effectiveness of managed transition in improving transitions from child to adult mental health

	services (the MILESTONE study). BMJ Open. 2017 Oct 16;7(10):e016055. doi: 10.1136/bmjopen-2017-016055 5. Alajbeg A, Davidović NV, Bilić V (2017). Role of Parental Acceptance or Rejection in Predicting Different Engagement of Children in Peer Violence. *International Journal of Progressive Research in Education*, 1(1), 1-11.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	-
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	-
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	University of Split, Faculty of Humanities and Social Sciences, Pedagogical-Psychological Didactic and Motivational Competencies Program, Centre for research and development of lifelong learning (2013- 2014)
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	-
Results of student evaluation taken in the last five years for the course that is comparable to the course described in the form (evaluation organizer, average grade, note on grading scale and course evaluated)	-

3.4. Optimal number of students

Optimal number of students is 30 with a minimum of 25 students per academic year.