

Course title (English)	Course details	SWS	ECTS	Language	Modul Allocation	Zeus Link (Course Catalogue)
<b>Learning and Memory</b>	<p>Contents</p> <p>Learning and memory are among the most fundamental mental processes and the most intensively studied topics in the field of cognitive psychology and neuroscience. This course provides an introduction to the current methods used to study learning and memory processes, as well as the most important theories and neural mechanisms. The focus is on studies and findings from human research but connections are also made to findings from animal research. In addition to theoretical aspects, various applied and clinical aspects will be covered.</p> <p>Learning objectives Knowledge of the current paradigms for the study of learning &amp; memory processes, knowledge of the most influential theories in this field, be able to transfer theoretical knowledge to more applied areas.</p> <p>Record of academic assessments: written exam</p> <p>Course literature "Learning and Memory", Edition 2 (2021), David A. Lieberman, Cambridge University Press</p>	2	4	English	BA04 - General Psychology 2	

<p><b>Introduction to Neuropsychology</b></p>	<p><b>Content:</b> The lecture provides an overview over the central themes in Neuropsychology. The lecture is held in English. The content covers structure and development of the central nervous system and its afferent and efferent connections with the autonomous and peripheral nervous system. Based on this, central functional elements like sensorimotor system, memory, emotion, spatial ability and attention will be presented. Special emphasis across all themes is put on neuropsychological disease, diagnosis, treatment and rehabilitation.</p> <p><b>Learning Objectives:</b> The students gain an overview of the central areas of neuropsychology. They acquire an understanding of functional changes when the human brain is damaged and become familiar with neuropsychological methods and diagnostic options.</p> <p><b>Record of academic assessments:</b> Grades are determined through written exams, consisting of multiple choice and essay questions. First, a midterm is offered halfway through the course, which if taken accounts for 50% of the final grade. This is an optional exam, i.e. the student can decide whether or not to take it. If taken, the final exam counts for 50% of the final grade. If a student opts out of the midterm, the final exam counts for 100% of the final grade.</p> <p>No mandatory presence.</p> <p><b>Literature:</b> Elias, Lorin J, Saucier, Deborah M (2006). Neuropsychology: Clinical and experimental foundations. Pearson: Boston – New York – San Francisco.</p> <p>Additional literature (selected journal publications) will be presented during the lectures and will also be relevant for the exams.</p>	2	4	English	BA23- Basic Concepts of Neuropsychology	<a href="https://zeus.uni-konstanz.de:443/hioserver/pages/startFlow.xhtml?flowId=detailView-flow&amp;unitId=4963&amp;periodId=557&amp;navigationPosition=studiesOffered,courseoverviewShow">https://zeus.uni-konstanz.de:443/hioserver/pages/startFlow.xhtml?flowId=detailView-flow&amp;unitId=4963&amp;periodId=557&amp;navigationPosition=studiesOffered,courseoverviewShow</a>
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<b>Embodied Cognition - Group A (working title)</b>	<p>Contents</p> <p>Embodied cognition theories have permeated the field of cognitive (neuro)psychology, stressing the strong connections between cognition and bodily structures, dynamic sensorimotor states, and their neural processing and awareness. These often heterogeneous theories are increasingly popular, but also highly controversial. This seminar will provide an introduction into various topics of empirical and theoretical research on embodiment and its role in cognition. Different theories will be critically discussed and compared. Experimental paradigms to investigate the relation between bodily and cognitive processes will be presented and discussed. Learning objectives</p> <p>Knowing and exploring experimental methods and approaches of embodiment and embodied cognition research, Knowing and critically evaluating selected findings and theories from embodied cognition research, Work out links between the fundamental research and more applied sciences</p> <p>Record of academic assessments 20% active participation (including preparatory reading), 80% oral presentation (including moderating discussion)</p> <p>Attendance mandatory (80% rule)</p> <p>Teaching methods</p> <p>This seminar will combine introduction blocks and hands-on demonstration by the lecturer and contributions from the students.</p>	2	3	English	BA04 - General Psychology 2	<a href="https://zeus.uni-konstanz.de:443/hioserver/pages/startFlow.xhtml?flowId=detailView-flow&amp;unitId=98140&amp;periodId=557&amp;navigationPosition=studiesOffered,courseoverviewShow">https://zeus.uni-konstanz.de:443/hioserver/pages/startFlow.xhtml?flowId=detailView-flow&amp;unitId=98140&amp;periodId=557&amp;navigationPosition=studiesOffered,courseoverviewShow</a>
<b>Embodied cognition - Group B (working title)</b>	<p>Contents</p> <p>Embodied cognition theories have permeated the field of cognitive (neuro)psychology, stressing the strong connections between cognition and bodily structures, dynamic sensorimotor states, and their neural processing and awareness. These often heterogeneous theories are increasingly popular, but also highly controversial. This seminar will provide an introduction into various topics of empirical and theoretical research on embodiment and its role in cognition. Different theories will be critically discussed and compared. Experimental paradigms to investigate the relation between bodily and cognitive processes will be presented and discussed. Learning objectives</p> <p>Knowing and exploring experimental methods and approaches of embodiment and embodied cognition research, Knowing and critically evaluating selected findings and theories from embodied cognition research, Work out links between the fundamental research and more applied sciences</p> <p>Record of academic assessments 20% active participation (including preparatory reading) 80% oral presentation (including moderating discussions</p>	2	3	English	BA04 - General Psychology 2	<a href="https://zeus.uni-konstanz.de:443/hioserver/pages/startFlow.xhtml?flowId=detailView-flow&amp;unitId=98140&amp;periodId=557&amp;navigationPosition=studiesOffered,courseoverviewShow">https://zeus.uni-konstanz.de:443/hioserver/pages/startFlow.xhtml?flowId=detailView-flow&amp;unitId=98140&amp;periodId=557&amp;navigationPosition=studiesOffered,courseoverviewShow</a>

<p><b>Current research topics in clinical psychology and neuropsychology</b></p>	<p><b>Contents</b>  Significant progress has been made in research methods in both clinical psychology and neuropsychology in recent years. In this seminar, students will learn about some of the more recent methodological developments that have taken root in both clinical psychology and neuropsychology with a focus on structural and functional magnetic resonance imaging (MRI / fMRI). These methods will be introduced and discussed in the context of contemporary psychopathology models and theories as part of current research projects taking place in the research groups of the seminar organizers. In addition, appropriate statistical methods for evaluation of statistical effects will be discussed, together with processing, analysis and interpretation of data.</p> <p><b>Learning objectives</b>  At the end of the seminar, the student should have:</p> <ul style="list-style-type: none"> <li>- a good understanding of the presented research methods</li> <li>- an overview of selected current psychopathology models and theories</li> <li>- a grasp of the statistical approach for analysis and interpretation of the data</li> </ul> <p><b>Prerequisites</b>  Previous exposure to, and interest in, clinical and neuropsychology research.</p> <p><b>Record of academic assessments</b>  Written essays</p> <p><b>Target group</b>  The seminar is intended for BA and MA students who are interested in current research topics in clinical psychology and neuropsychology. It is ideally suited for students who are completing their MA project in clinical psychology or neuropsychology. BA students who are interested in the methods or research theories are also invited to attend.</p> <p><b>Teaching methods</b>  Presentations of literature and research methods, written essays, small group discussions.</p> <p>The seminar language is English.</p>	<p>2</p>	<p>4</p>	<p>English</p>	<p>BA23 Basic Concepts of Neuropsychology MA09- Neuropsychological Assessment and Rehabilitation</p>	<p><a href="https://zeus.uni-konstanz.de:443/hioserver/pages/startFlow.xhtml?flowId=detailView-flow&amp;unitId=20601&amp;periodId=557&amp;navigationPosition=studiesOffered,courseoverviewShow">https://zeus.uni-konstanz.de:443/hioserver/pages/startFlow.xhtml?flowId=detailView-flow&amp;unitId=20601&amp;periodId=557&amp;navigationPosition=studiesOffered,courseoverviewShow</a></p>
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<p><b>How the Brain Predicts the Future</b></p>	<p>In this seminar we will look into the Predictive Coding/ Bayesian Brain framework, which aims to explain how the brain deals with the multitude of information it is confronted with. Rather than processing all information bottom-up, according to this framework, top-down predictions from higher brain areas guide our experiences. From perception, to interoception (perception of the own body), to stress and emotions - the Predictive Coding framework states that the brain guesses what will happen next, and waits for feedback from the outside world as to whether that guess was correct. The goal is to minimize prediction errors, and become more and more accurate in predicting the immediate future.</p> <p>The first appointments of this seminar will consist of input from my side and discussions about how the framework works in detail, Bayesian statistics and the neural basis of predictive coding. In further appointments students will be able to prepare and give presentations about topics such as: Predictive coding and perception, interoception, emotions, stress, synchronization, or neurological and psychological disorders.</p> <p>For any questions, please e-mail: <a href="mailto:bernadette.denk@uni-konstanz.de">bernadette.denk@uni-konstanz.de</a></p>	2	4	English		<p><a href="https://zeus.uni-konstanz.de:443/hioserver/pages/startFlow.xhtml?flowId=detailView-flow&amp;unitId=98151&amp;periodId=557&amp;navigationPosition=studiesOffered,courseoverviewShow">https://zeus.uni-konstanz.de:443/hioserver/pages/startFlow.xhtml?flowId=detailView-flow&amp;unitId=98151&amp;periodId=557&amp;navigationPosition=studiesOffered,courseoverviewShow</a></p>
<p><b>Psycho-physiology: going beyond the brain</b></p>	<p>Content: This course explores the diverse field of psychophysiology, by going beyond classical neuroimaging research, to examine how other biological processes are related to psychology, and in turn, how psychological processes can affect our biology. Students will learn about the methods and contemporary applications of psychophysiology. Topics will include how different organ systems interact with psychological processes (e.g. immune system, skeletomotor system, cardiovascular system, digestive system) and how psychophysiological indexes can be measured (e.g. EKG, hormonal assays, gut bacteria etc.). Class time will be split into lectures and presentations/discussion. Background experience in psychology is encouraged but not required.</p> <p>Learning objectives: The objective of this course is to teach students about the deep connection that exists between psychology and physiology. Furthermore, students will learn the value of measuring and investigating physiological processes when doing psychological research. The class will mostly focus on methods besides fMRI and EEG, and will instead explore</p>	2	4	English	BA23 Basic Concepts of Neuropsychology; MA09-Neuropsychological Assessment and Rehabilitation	<p><a href="https://zeus.uni-konstanz.de:443/hioserver/pages/startFlow.xhtml?flowId=detailView-flow&amp;unitId=20332&amp;periodId=557&amp;navigationPosition=studiesOffered,courseoverviewShow">https://zeus.uni-konstanz.de:443/hioserver/pages/startFlow.xhtml?flowId=detailView-flow&amp;unitId=20332&amp;periodId=557&amp;navigationPosition=studiesOffered,courseoverviewShow</a></p>

	<p>other avenues such as autonomic activity, gut bacteria and immune markers.</p> <p>Record of academic assessment: Class attendance and participation, presentation, and short knowledge quiz.</p> <p>Literature: Relevant literature will be provided on the first day of class.</p>					
<b>Affective Neuroscience</b>	<p><b>Content:</b> Emotions are an integral part of our life experience, and shape our social relationships with others. Yet, how do we define an emotion? How can we measure them? In this course, we will examine the evolutionary origins of emotions, investigate their biological underpinnings, and study how they affect other psychophysiological processes. This course will take a multilevel approach by integrating social, physiological, neurobiological and genetic data into the investigation of emotions. Class time will be split into lectures and presentations/discussion. Background experience in psychology is encouraged but not required.</p> <p><b>Learning objectives:</b> Emotions are a complex topic, that are still not entirely understood. The objective of this class is to have students understand contemporary theories of how emotions evolved, what emotions are, the biological basis of emotions, and how emotions affect various social and cognitive processes.</p> <p>Record of academic assessment: Class attendance and participation, presentation, and short knowledge quiz.</p> <p>Literature: Relevant literature will be provided on the first day of class.</p>	2	4	English	MA09- Neuropsychological Assessment and Rehabilitation; MA01 - Cognitive and affective Neuroscience	<a href="https://zeus.uni-konstanz.de:443/hioserver/pages/startFlow.xhtml?flowId=detailView-flow&amp;unitId=20333&amp;periodId=557&amp;navigationPosition=studiesOffered.courseoverviewShow">https://zeus.uni-konstanz.de:443/hioserver/pages/startFlow.xhtml?flowId=detailView-flow&amp;unitId=20333&amp;periodId=557&amp;navigationPosition=studiesOffered.courseoverviewShow</a>

<b>Advanced course Developmental and Educational Psychology</b>	<p>Module 6 – Developmental and Educational Psychology</p> <p>Module description: This module introduces students to the study of developmental and educational psychology. After providing an overview of the pertinent theoretical and methodological foundations, we will discuss central and recurring questions and issues of developmental and educational psychology considering different research paradigms and empirical findings. The lectures deal with issues of the constitution, development, and changeability of human experience, thought, action, and knowledge within socio-cultural contexts. From an educational perspective, we investigate processes of learning, educating, teaching, and socializing. From a developmental perspective, we study lasting changes (and stabilities) in human experience and behavior. The seminar is designed to reinforce and extend the lecture topics based on current empirical findings. Students will work in groups, develop research ideas, and practice critical reflection on theoretical approaches and research findings.</p> <p>Learning goals: Professional and methodological competence: Students will-</p> <ul style="list-style-type: none"> <li>understand the key terms and concepts of developmental and educational psychology,</li> <li>know about central empirical findings of developmental and educational psychology,</li> <li>be able to critically classify and evaluate empirical findings based on fundamental questions and theoretical issues in developmental and educational psychology,</li> <li>be able to describe, discuss, and critically evaluate central (and recent) theories as well as research paradigms in developmental and educational psychology</li> </ul> <p>Social and personal competence: Students will gain skills in critical thinking and perspective-taking by discussing strengths and weaknesses of theoretical approaches and empirical studies.</p>	2	3	English	BA06 - Developmental and Educational Psychology	<a href="https://zeus.uni-konstanz.de:443/hioserver/pages/startFlow.xhtml?flowId=detailView-flow&amp;unitId=96274&amp;periodId=557&amp;navigationPosition=studiesOffers,searchCourses">https://zeus.uni-konstanz.de:443/hioserver/pages/startFlow.xhtml?flowId=detailView-flow&amp;unitId=96274&amp;periodId=557&amp;navigationPosition=studiesOffers,searchCourses</a>
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<b>Advanced course Developmental and Educational Psychology</b>	pending (course details will be released in Zeus soon. Or contact directly the instructor for more information)	2	3	English	BA06 - Developmental and Educational Psychology	<a href="https://zeus.uni-konstanz.de:443/hioserver/pages/startFlow.xhtml?flowId=detailView-flow&amp;unitId=96274&amp;periodId=557&amp;navigationPosition=studiesOffered,courseoverviewShow">https://zeus.uni-konstanz.de:443/hioserver/pages/startFlow.xhtml?flowId=detailView-flow&amp;unitId=96274&amp;periodId=557&amp;navigationPosition=studiesOffered,courseoverviewShow</a>
<b>Investigating early social cognition</b>	<p>Content: How do developmental scientists study babies and young children? What paradigms, methods, approaches they use in their scientific inquiry to investigate the origins and the development of our socio-cognitive skills? Throughout this course, we will cover a range of methodological approaches from habituation studies to imitation paradigms and also discuss comparative and cross-cultural perspectives. The main focus of the course is to introduce the specifics of the methodological approaches in the study of early social cognition, through an elaborate discussion and illustration of the utilization of the unique methods in this research field. We will follow the form of a reading seminar. Following an overview given by the lecturer, one volunteer will briefly present the content of the paper and will lead the discussions. Please note that active discussion is an integral part of this course. It is also an opportunity for you to deepen your understanding of course topics. Hence everyone is expected to come up with a short question about the readings of their choice.</p> <p>Learning objectives: Knowledge: Current methods and main objectives in Developmental Research.</p> <p>Competences: Skills of critically evaluating the core methods used in developmental psychology research and identifying the best scientific practices, utilization of knowledge in scientific communication, presentation</p>	2	4	English	BA13 - Advanced Psychology Courses	<a href="https://zeus.uni-konstanz.de:443/hioserver/pages/startFlow.xhtml?flowId=detailView-flow&amp;unitId=96957&amp;periodId=557&amp;navigationPosition=studiesOffered,courseoverviewShow">https://zeus.uni-konstanz.de:443/hioserver/pages/startFlow.xhtml?flowId=detailView-flow&amp;unitId=96957&amp;periodId=557&amp;navigationPosition=studiesOffered,courseoverviewShow</a>



	<p>skills.</p> <p>Record of academic assessment: Presentation (%40), In-class discussion (%30), Questions (%30) (Students are expected to come up with a question about some of the articles of their choice).</p> <p>Target group: Psychology Undergraduate Students (it will be great if the students have taken a Developmental Psychology course before)</p>					
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<p><b>Data science for psychologists</b></p>	<p>Content: The course Data Science for Psychologists provides an introduction to data science in R and conveys fundamental skills of data literacy and conducting reproducible research. The curriculum is tailored to the needs of psychologists, but is also suited for students of the humanities and other biological or social sciences. It is targeted at advanced undergraduate students (with some familiarity with quantitative research methods, but little or no background in computer programming) and structured into four parts:</p> <ol style="list-style-type: none"> <li>1. Introducing key concepts and commands of the R programming language for statistical computing (R Core Team, 2020). This includes working with the RStudio environment and creating reproducible research documents with RMarkdown.</li> <li>2. Exploring, transforming, and visualizing data. Learning to clean, wrangle, and summarize data involves key tools of the so-called tidyverse (Wickham et al., 2019), including the R packages dplyr, ggplot2, tibble, and tidyr.</li> <li>3. Gaining a deeper understanding of some important data types (e.g., acquiring the skills and tools for handling text and time-related data).</li> <li>4. Providing a glimpse on elementary concepts of computer programming (including functions, conditionals, and iterative execution).</li> </ol> <p>Completing this course enables students to analyze, summarize, and understand data in a variety of ways. Importantly, our main focus is on making sense of data — by exploring, transforming, and visualizing it — rather than on statistical testing or computer programming.</p> <p>The course textbook (available at <a href="https://bookdown.org/hneth/ds4psy/">https://bookdown.org/hneth/ds4psy/</a>) contains engaging examples from the behavioral sciences and is supported by the R package ds4psy (Neth, 2020) that provides datasets and functions for data generation and manipulation. A large number of exercises and solutions allow students to check their understanding, monitor their progress, and practice their skills.</p> <p>Learning objectives: Our main goal is to develop useful skills for understanding and dealing with real-world data. Upon completing this course, its students will be able to read, transform, analyze, and visualize data of different types using a variety of tools. While this course does not deal with statistical testing and only scratches the surface of computer programming, it teaches reproducible research practices and covers</p>	2	3 (Psychology)/ 6 (GSD S/ GSBS)	English	BA14- Research Methods	<a href="https://zeus.uni-konstanz.de:443/hioserver/pages/startFlow.xhtml?flowId=detailView-flow&amp;unitId=5101&amp;periodId=557&amp;navigationPosition=studiesOffered,courseoverviewShow">https://zeus.uni-konstanz.de:443/hioserver/pages/startFlow.xhtml?flowId=detailView-flow&amp;unitId=5101&amp;periodId=557&amp;navigationPosition=studiesOffered,courseoverviewShow</a>
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fundamental knowledge and skills of data science.

Recommended prerequisite: Enrolling in this course assumes some familiarity with quantitative research methods (e.g., R, statistics), but little or no background in computer programming. Students must be motivated for regular readings and exercises to check their understanding, monitor their progress, and practice their skills. Students not meeting these conditions may consider the course Introduction to Data Science (using R, ADILT) (see at ZEuS) that is proceeding more slowly and is thus better suited for beginners and earlier semesters.

Record of academic assessment: Grades are determined by submitted exercise solutions (1/3) and a final exam or data science project (2/3).

Target group: This course is targeted at advanced undergraduate students (close to completing their BSc thesis) with an interest and urge for making sense of data. Students are expected to have a basic familiarity with quantitative research methods and a willingness for regular readings and exercises. Students not meeting these conditions may consider the course Introduction to Data Science (using R, ADILT) (see at ZEuS) that is proceeding more slowly and is thus better suited for beginners and earlier semesters.

Teaching methods:

Weekly readings (in preparation of each session), demonstrations in class, and regular exercises.

Literature:

The main textbook for this course is:

Neth, H. (2020). ds4psy: Data Science for Psychologists. Social Psychology and Decision Sciences, University of Konstanz, Germany. Textbook and R package (version 0.5.0, Sep 1, 2020). Retrieved from <https://bookdown.org/hneth/ds4psy/>.

A more general introduction is provided by:

Wickham, H., & Grolemund, G. (2017). R for data science: Import, tidy,

transform, visualize, and model data. Sebastopol, Canada: O'Reilly Media, Inc. [Available at <http://r4ds.had.co.nz>.]  
Additional details or readings will be announced at the first session.

<p><b>Introduction to data science 2 (applications, ADILT)</b></p>	<p>Course description</p> <p>The course "Introduction to data science 2 (applications, ADILT)" (PSY-16710) provides an introduction to data science for students of any discipline with existing knowledge and skills in data analysis (as provided by an introductory R course). In this course, students learn to apply methods of data science for solving social science problems.</p> <p>The course uses and applies the technologies provided by R (R Core Team, 2021), RStudio, RMarkdown, including key packages of the tidyverse (Wickham et al., 2019) (e.g., dplyr, ggplot2, tibble, and tidyr).</p> <p>For further information, see the online materials at <a href="https://bookdown.org/hneth/i2ds/">https://bookdown.org/hneth/i2ds/</a> (Chapters 11–20).</p> <p>Goals</p> <p>Completing this course enables students to understand, transform, analyze, and visualize data in additional ways. This course goes beyond an introductory course insofar as students learn to apply methods of data science for solving social science problems. The course conveys essentials of programming in R, and methods for creating simulations, predictive models, and visualizations.</p> <p>Audience and preconditions</p> <p>This course is targeted at students of all disciplines with existing knowledge and skills in data analysis. Basic knowledge of using R, RStudio, and R Markdown is assumed, but enthusiastic novices are welcome.</p> <p>Students of psychology without prior skills in R should consider the course Data Science for Psychologists (PSY-15150, see <a href="https://bookdown.org/hneth/ds4psy/">https://bookdown.org/hneth/ds4psy/</a> for details).</p>	2	3 (Psychology)/ 6 (GSD S/ GSBS)	English		<p><a href="https://zeus.uni-konstanz.de:443/hioserver/pages/startFlow.xhtml?flowId=detailView-flow&amp;unitId=93121&amp;periodId=557&amp;navigationPosition=studiesOffered,courseoverviewShow">https://zeus.uni-konstanz.de:443/hioserver/pages/startFlow.xhtml?flowId=detailView-flow&amp;unitId=93121&amp;periodId=557&amp;navigationPosition=studiesOffered,courseoverviewShow</a></p>
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	<p>Requirements</p> <p>Regular course attendance and preparation (by working through materials before each session), solving and submitting programming assignments, and successful completion of an independent data science project (see below).</p> <p>Effort</p> <p>Weekly readings and regular exercises are essential for learning the material and passing this course.</p> <p>Assessment</p> <p>Grades are determined by solving and submitting exercises (1/3) and a final data science project (2/3). The topic and content of this project are to be coordinated with the instructor.</p>					
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<p><b>Programming online assessments in personality and differential psychology</b></p>	<p>Content: The seminar combines hands-on exercises and theory to help you build your own online assessment study. The main tool will be lab.js, a free, open source, browser-based software for creating online studies. The seminar also includes the deployment of studies online and the use of WEXTOR. In addition, an introduction to the underlying programming language JavaScript will be given. Depending on the wishes of the seminar participants, further topics will be covered. No previous knowledge of the software lab.js or JavaScript is required.</p> <p>Learning objectives: Extend knowledge of online assessment Improve programming skills Gain experience in constructing and designing an online test</p> <p>Record of academic assessment: Group project to create an online test.</p> <p>Additionally: Attendance (80%)</p> <p>Teaching methods: Combination of hand-on exercises and theory.</p> <p>Literature: Will be announced during the first session.</p>	2	4	English	BA13 - Advanced Psychology Courses; MA05- Advanced Research Techniques and Psychological Assessment	<a href="https://zeus.uni-konstanz.de:443/hioserver/pages/startFlow.xhtml?flowId=detailView-flow&amp;unitId=21081&amp;periodId=557&amp;navigationPosition=studiesOffered,courseoverviewShow">https://zeus.uni-konstanz.de:443/hioserver/pages/startFlow.xhtml?flowId=detailView-flow&amp;unitId=21081&amp;periodId=557&amp;navigationPosition=studiesOffered,courseoverviewShow</a>
<p><b>Multicultural competency and methods (PSY-16720)</b></p>	<p>Content: In this online seminar taught by a psychiatrist and a psychologist we will look at how culture affects behaviour and beliefs from an interdisciplinary perspective. What are basic methods needed in cross-cultural research and how do they work? How can cultural perspectives enable inclusive, reparative and emancipatory psychologies? How can a cultural approach affect research methodologies? And how can a transcultural understanding of the human enable a realistic, inclusive, holistic and dynamic approach to everyday life and mental health?</p> <p>Record of academic assessment: This is a 3 ECTS (Bachelor) or 4 ECTS (Master) course, students are expected to spend 90h (Master: 120) total on this class. Grades will be based on the quality of one presentation (70% of grade) on an empirical study and related research and seminar participation (30% of grade). Class can only be missed two times. To get four ECTS Master students need to write a brief report (3-10 pages) due at the last day</p>	2	3 (BA)/4(MA)	English	BA14- Research Methods; MA05- Advanced Research Techniques and Psychological Assessment	<a href="https://zeus.uni-konstanz.de:443/hioserver/pages/startFlow.xhtml?flowId=detailView-flow&amp;unitId=93462&amp;periodId=557&amp;navigationPosition=studiesOffered,courseoverviewShow">https://zeus.uni-konstanz.de:443/hioserver/pages/startFlow.xhtml?flowId=detailView-flow&amp;unitId=93462&amp;periodId=557&amp;navigationPosition=studiesOffered,courseoverviewShow</a>

	of the seminar, in which they describe the idea, design and methodology of a possible new study on the topic of the seminar.					
<b>Money and Time management: experimental studies</b>	content: We will go through experimental studies about money and time management in the field of cognitive and behavioral psychology (content). After talking about the most used methodologies, students will be asked to do a literature research in this field and we will talk about the studies in class. This course aims at providing students with techniques and methodologies to improve their literature research and critical thinking Referring to the teaching methods, they will involve the integration of practice and discussion in class. The assessment will be based on the quality of literature research (one presentation will be required) and integrated with participation during the course.	2	4	English	BA13 - Advanced Psychology Courses	<a href="https://zeus.uni-konstanz.de:443/hioserver/pages/startFlow.xhtml?flowId=detailView-flow&amp;unitId=98186&amp;periodId=557&amp;navigationPosition=studiesOffered,courseoverview&gt;Show">https://zeus.uni-konstanz.de:443/hioserver/pages/startFlow.xhtml?flowId=detailView-flow&amp;unitId=98186&amp;periodId=557&amp;navigationPosition=studiesOffered,courseoverview&gt;Show</a>



<p><b>Topical Issues in Developmental Psychology</b></p>	<p>Content: This seminar is concerned with topical issues in developmental psychology. It involves some of the deepest issues in human development and relationships across the lifespan. This seminar provides an interdisciplinary approach to the study of human development. You will examine human sexuality, parent-child relationships, marital relations, unschooling, intergenerational trauma, and family and disability, to name a few. Perhaps most importantly, this course will allow you to reflect upon your own experiences, development, background, and value stance regarding development.</p> <p>This course is taught from a learner-centered perspective which emphasizes the exploration of meaning and knowledge through personal and interpersonal discovery. This means the course experience will be different for every one of you, as you bring to the content your own beliefs, values, and experiences. We hope as you learn the content, you will explore what each topic means to you, and the assignments and online discussions will bring you to a deeper level of understanding about course content and your personal attitudes. This is an online seminar; therefore, you will be required to become more active in your learning compared to traditional seminars.</p> <p>The course material will address a variety of topics, therefore, be prepared some topics may challenge your beliefs systems and may create discomfort, whereas other topics may resonate and give voice to your experiences and worldview. You are highly encouraged to engage with the seminar material using critical self-reflection.</p> <p>Learning objectives: Build students' understanding of various perspectives on human development and relationships across the life span;  Develop independence of thought, and the ability to challenge accepted truths about human development and think critically about development as it appears in research and the media;  Understand the personal and practical implications of course content; becoming informed about issues related to human development.  Develop a love of learning, or intellectual curiosity, regarding human development, by getting personally involved with course content, and</p>	2	4	English	BA18-Health and Work over the Lifespan	<a href="https://zeus.uni-konstanz.de:443/hioserver/pages/startFlow.xhtml?flowId=detailView-flow&amp;unitId=5132&amp;periodId=557&amp;navigationPosition=studiesOffered,courseoverviewShow">https://zeus.uni-konstanz.de:443/hioserver/pages/startFlow.xhtml?flowId=detailView-flow&amp;unitId=5132&amp;periodId=557&amp;navigationPosition=studiesOffered,courseoverviewShow</a>
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reflecting on the personal experience that have contributed to your development as a human being.  
Engage in critical self-reflection.

Remark:  
Students will have 3 live meetings online with the instructor via Zoom conferencing platform. The first meeting is April 17th at 6pm. The two follow-up meetings are determined with the students at the first call to ensure most persons can attend.

Record of academic assessment:  
Online discussion  
Research paper  
Reflection paper  
Note: the assessments are tentative and may change.

Teaching methods:  
This is an online based course.

Literature: Will be announced during the seminar.

<p><b>Developmental in Early and Middle Childhood</b></p>	<p>Contents: This seminar provides students with a greater understanding of children's development during the period of early and middle childhood, ages 2 to 12 years. The seminar focuses on children's biological, psychological, and social development within various theoretical perspectives.</p> <p>This course is taught from a learner-centered perspective which emphasizes the exploration of meaning and knowledge through personal and interpersonal discovery. This is strictly an online seminar; therefore, you will be required to become more active in your learning compared to traditional seminars.</p> <p>Learning objectives: By the end of this seminar students should be able to:  Describe historical changes in the attitudes toward children  Explain child development processes using several key theoretical perspectives  Describe the ways that child development is shaped by various level of context including physical, cognitive and social dimensions  Describe the shifts in emotional and moral development in early and middle childhood  Describe gender differences in physical, cognitive, social and emotional development over time  Formulate programs, resources and educational materials that would be useful for parents of children at different ages</p> <p>Record of academic assessments:  Weekly Online Group Discussions  Pilot Test of Product/ Game/ Program  Final Paper/ Website Project  Note: The assessments are tentative and may change.</p> <p>Teaching methods  This is an online based course.</p> <p>Course literature  Will be announced during the seminar.</p>	2	4	English	BA18-Health and Work over the Lifespan	<a href="https://zeus.uni-konstanz.de:443/hioserver/pages/startFlow.xhtml?flowId=detailView-flow&amp;unitId=4983&amp;periodId=557&amp;navigationPosition=studiesOffered,courseoverviewShow">https://zeus.uni-konstanz.de:443/hioserver/pages/startFlow.xhtml?flowId=detailView-flow&amp;unitId=4983&amp;periodId=557&amp;navigationPosition=studiesOffered,courseoverviewShow</a>
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<b>Introduction to Bayes Statistics for Psychologists</b>	<p>Contents We will (re-)introduce the basic concepts and laws of probability, Bayes rule. We will revise commonly used statistical models in Psychology (t-tests, ANOVA, regression with/without interactions) from a Bayesian perspective. All statistical models will be introduced theoretically and applied (hands-on) using sample data sets.</p> <p>Learning objectives Students learn how to apply Bayesian principles and how to estimate and interpret statistical models in a Bayesian framework</p> <p>Prerequisites Statistics I, II</p> <p>Mandatory requirement Eigener Laptop, auf dem das Programm R in der aktuellsten Version installiert ist.</p> <p>Record of academic assessments Oral presentation and short report</p> <p>Additional: Presence (80% Rule) Target group Psychology students (advanced B.Sc. or M.Sc.)</p> <p>Teaching methods Upfront teaching, presentations, hands-on analyses (bring your laptop)</p> <p>Course literature as starting points: van de Schoot, R., Kaplan, D., Denissen, J., Asendorpf, J. B., Neyer, F. J., &amp; van Aken, M. (2014). A gentle introduction to bayesian analysis: applications to developmental research. <i>Child development</i>, 85(3), 842–860. <a href="https://doi.org/10.1111/cdev.12169">https://doi.org/10.1111/cdev.12169</a> Etz, A. &amp; Vandekerckhove, J. (2018). Introduction to Bayesian Inference for Psychology. <i>Psychon Bull Rev</i> 25, 5-34. • DOI: 10.3758/s13423-017-1262</p>	2	3 (BA)/ 4(MA )	English	BA14- Research Methods; MA05- Advanced Research Techniques and Psychologica l Assessment	<a href="https://zeus.uni-konstanz.de:443/hioserver/pages/startFlow.xhtml?flowId=detailView-flow&amp;unitId=20338&amp;periodId=557&amp;navigationPosition=studiesOffered,courseoverviewShow">https://zeus.uni-konstanz.de:443/hioserver/pages/startFlow.xhtml?flowId=detailView-flow&amp;unitId=20338&amp;periodId=557&amp;navigationPosition=studiesOffered,courseoverviewShow</a>
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<p><b>Rater Agreement</b></p>	<p>Content: In this class, we will revise psychological theories predicting when raters agree and statistical models allowing for the analysis of rater agreement. We will explicitly differentiate between agreement on interval and nominal scales. All statistical coefficients will be introduced theoretically as well as hands-on using appropriate software packages and sample data.</p> <p>Learning objectives Students learn how to evaluate rater agreement theoretically but also hands-on using statistical software packages. They know how to choose and interpret the appropriate statistical coefficient Based on theoretical considerations they also know how to (potentially) improve rater agreement</p> <p>Literature: As starting points:</p> <p>Tinsley, H. E. A., Brown, S. D., &amp; Tinsley, H. E. (2000). Handbook of applied multivariate statistics and mathematical modeling. Academic Press. Funder, D. C. (2012). Accurate personality judgment. Current Directions in Psychological Science : A Journal of the American Psychological Society, 21(3), 177-182. <a href="https://doi.org/10.1177/0963721412445309">https://doi.org/10.1177/0963721412445309</a> Nussbeck, F. W. (2006). Assessing multimethod association with categorical variables. In M. Eid, &amp; E. Diener (Eds.), Handbook of multimethod measurement in psychology (pp. 231-247). American Psychological Association. <a href="https://doi.org/10.1037/11383-017">https://doi.org/10.1037/11383-017</a></p> <p>Record of academic assessments: Oral presentation and short report</p> <p>Teaching Methods: upfront teaching, presentations, hands-on analyses</p> <p>Learning objective: Students learn how to evaluate rater agreement, when rater. Preknowledge: Statistics I, II</p>	2	3 (BA)/ 4(MA )	English	BA14- Research Methods; MA05- Advanced Research Techniques and Psychological Assessment	<a href="https://zeus.uni-konstanz.de:443/hioserver/pages/startFlow.xhtml?flowId=detailView-flow&amp;unitId=98233&amp;periodId=557&amp;navigationPosition=studiesOffered,courseoverviewShow">https://zeus.uni-konstanz.de:443/hioserver/pages/startFlow.xhtml?flowId=detailView-flow&amp;unitId=98233&amp;periodId=557&amp;navigationPosition=studiesOffered,courseoverviewShow</a>
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<b>Collective behaviour and health</b>	<p>contents: Different levels of collective behaviours [groups, crowds, masses, public]Social contagionSocial supportSocial bufferingSocial normsHost manipulationAvoidance mechanismsGuidelines adherenceSolidarityMass panic...Learning objectives: Every human will experience health problems in their lifetime. Every human also lives in a social environment, characterised by the presence of collective behaviours. In terms of health, collective behaviours can aggravate or improve the condition of sick people. In this seminar we will take three different perspectives: that of the sick, that of the pathogens and that of the healthy. The examples and theoretical frameworks will come from psychology as well as from biology. Along the way, we will discuss, among others, the concepts of social support, social buffering, host manipulation or disease avoidance mechanisms.At the end of the seminar, you will understand better the issues and consequences of collective behaviours (conscious or not) on the health status of individuals. This will help you to identify the conflicting components playing a role when the evolution of health situations depends on collective behaviours. After the seminar you will be able to apply your knowledge on the interaction between collective dynamics and health status in your next job, for example as a practitioner or researcher in health psychology.record of academic assessments: - 20-30 min group oral presentation (40%)- course reading journal (20%)- written essay (20%)- active participation (20%)</p>	2	4	English	MA03- Health and Work 1; MA04- Health and Work 2	<a href="https://zeus.uni-konstanz.de:443/hioserver/pages/startFlow.xhtml?flowId=detailView-flow&amp;unitId=98237&amp;periodId=557&amp;navigationPosition=studiesOffered,courseoverviewShow">https://zeus.uni-konstanz.de:443/hioserver/pages/startFlow.xhtml?flowId=detailView-flow&amp;unitId=98237&amp;periodId=557&amp;navigationPosition=studiesOffered,courseoverviewShow</a>
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<b>Mobile sensing, automated data collection and health</b>	<p>Learning objectives: People are different and react differently to pathogens or diseases. It can even happen that, for the same level of exposure to a health risk, one person is perfectly healthy while another has severe symptoms. In short, it is difficult to propose health measures that can be applied to everyone with the same efficacy. To achieve better results, medicine needs to take a more individual-oriented approach. With the development of wearable technologies, it is now possible to routinely measure individualised health parameters for each and every one. In this seminar, we will discuss the consequences of these technological advances for health psychology. The first part will focus on the different health parameters that can be measured by newly developed sensors. The second part will focus on the acceptability of these techniques by patients as well as on the changes they induce in their relationship to health. Finally, we will focus on the aspects of privacy compliance and sharing of health data. At the end of the seminar, you will have a better understanding of the different facets of the use of automatic health data sensors in the context of health psychology. You will be able to more easily identify the advantages and disadvantages of these technologies for patients. With these elements, you will be better able to develop programs to improve the acceptability of these devices, while integrating the principles of privacy compliance, as well as a reflection on the destiny and sharing of these data. Record of academic assessments - 20-30 min group oral presentation (40%) - course reading journal (20%) - written essay (20%) - active participation (20%)</p>	2	4	English	MA03- Health and Work 1; MA04- Health and Work 2	<a href="https://zeus.uni-konstanz.de:443/hioserver/pages/startFlow.xhtml?flowId=detailView-flow&amp;unitId=98238&amp;periodId=557&amp;navigationPosition=studiesOffered,courseoverviewShow">https://zeus.uni-konstanz.de:443/hioserver/pages/startFlow.xhtml?flowId=detailView-flow&amp;unitId=98238&amp;periodId=557&amp;navigationPosition=studiesOffered,courseoverviewShow</a>
<b>Internet-based research in Cognitive Psychology</b>	<p>pending (course details will be released in Zeus soon. Or contact directly the instructor for more information)</p>	2	4	English	BA13 - Advanced Psychology Courses	<a href="https://zeus.uni-konstanz.de:443/hioserver/pages/startFlow.xhtml?flowId=detailView-flow&amp;unitId=98180&amp;periodId=557&amp;navigationPosition=studiesOffered,courseoverviewShow">https://zeus.uni-konstanz.de:443/hioserver/pages/startFlow.xhtml?flowId=detailView-flow&amp;unitId=98180&amp;periodId=557&amp;navigationPosition=studiesOffered,courseoverviewShow</a>

<p><b>Meta Analysis in Internet-based research</b></p>	<p>Inhalte: Meta-Analysen - Analysen über Studien hinweg (Sekundäranalysen) - werden zunehmend durchgeführt, publiziert und dienen somit auch als Entscheidungshilfen. Meta-Analysen haben sowohl Vorteile (z.B.: einen schnellen Überblick über ein Thema zu erhalten, Forschungslücken zu entdecken) wie auch Nachteile (z.B.: Garbage-in-Garbage-out-Problem; Apfel-Orangen Problem). In diesem Online-Seminar werden die Grundlagen der Meta-Analyse vorgestellt. Das erlangte Wissen wird mittels praktischen Gruppen- oder Klassenübungen (je nach Teilnehmer-Anzahl) vertieft.</p> <p>Da sich aktuell auch die Forschungspraxis ändert, zunehmend werden immer öfters Online-Befragungen und Online-Experimente durchgeführt, wird das auch im Seminar berücksichtigt. Dieses Seminar gibt somit einen Überblick zum aktuellen Stand von Meta-Analysen, angewendet auf das Themengebiet der Internet-basierten Forschung. Wir werden die Qualität dieser Meta-Analysen überprüfen und besprechen. Daher bezweckt dieses Seminar akademische Kompetenzen (Präsentation &amp; Diskussion) zu verfeinern sowie das Wissen zu Meta-Analysen anzueignen und anzuwenden.</p> <p>Lernziele</p> <p>Die Lernziele dieses Seminars sind:</p> <ul style="list-style-type: none"> <li>a) Wissen zu Meta-Analysen im Feld der Internet-basierten Forschung zu erlangen und zu vertiefen</li> <li>b) Eine Palette von Fähigkeiten zu erlangen um eine eigene Meta-Analyse durchzuführen (Gruppen- oder Klassenaufgabe)</li> <li>c) Die akademischen Kompetenzen (Kritisches lesen und denken, diskutieren und präsentieren) zu fördern</li> </ul> <p>Leistungsnachweis</p> <p>Anwesenheit (Online-Seminar), Präsentationen, Gruppen- oder Klassenaufgaben, Diskussionen</p> <p>Lehrmethoden</p> <p>Anwesenheit (Online-Seminar), Präsentationen, Gruppen- oder</p>	2	3 (BA)/4(MA)	English	BA14- Research Methods; MA05- Advanced Research Techniques and Psychological Assessment	<a href="https://zeus.uni-konstanz.de:443/hioserver/pages/startFlow.xhtml?flowId=detailView-flow&amp;unitId=93143&amp;periodId=557&amp;navigationPosition=studiesOffered,courseoverviewShow">https://zeus.uni-konstanz.de:443/hioserver/pages/startFlow.xhtml?flowId=detailView-flow&amp;unitId=93143&amp;periodId=557&amp;navigationPosition=studiesOffered,courseoverviewShow</a>
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<b>Biopsychological factors of selected diseases</b>	<p>contents:</p> <p>How are psychological and somatic phenomena related? Recent research in psychobiology is trying to understand how psychological factors can influence and cause the disease patterns that humans encounter every day. How are our behaviour, cognition and perception related to the immune system and other biological factors? How can stress influence the prevalence of infectious diseases? What are the influences of post-traumatic stress disorder on our body and the immune system? These are some of the questions we will address and (hopefully) answer in this seminar. In order to understand these questions, students will be given an introduction to the complex structure of biological processes, as well as the immune system.</p> <p>Learning objectives:</p> <p>Students will learn about the complex interplay between the human biology and the psyche. The students will be able to describe basic molecular processes like protein synthesis, as well as the fundamental structure and the function of the immune system. Further, students will be able to draw connections between biological processes, psychological mechanisms and the development and/or maintenance of certain diseases.</p>	2	4	English		<a href="https://zeus.uni-konstanz.de:443/hioserver/pages/startFlow.xhtml?flowId=detailView-flow&amp;unitId=98193&amp;periodId=557&amp;navigationPosition=studiesOffered,courseoverviewShow">https://zeus.uni-konstanz.de:443/hioserver/pages/startFlow.xhtml?flowId=detailView-flow&amp;unitId=98193&amp;periodId=557&amp;navigationPosition=studiesOffered,courseoverviewShow</a>
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