



## Psychology BA

### Study Abroad Course List

**Tuition fee/credit:** 105 USD

*For course syllabi, please contact the Study Abroad Office!*

Code	Course title	Semester	Credits (ECTS)
PSZIS0006	<a href="#">Cognitive Psychology I. lecture</a>	Spring	6
PSZIS0026	<a href="#">Dynamic Approaches to Psychological Development (lecture)</a>	Spring	6
PSZIS0027	<a href="#">Dynamic Approaches to Psychological Development (seminar)</a>	Spring	6
PSZIS0028	<a href="#">Evolutionary Psychology II. (lecture)</a>	Spring	6
PSZIS0029	<a href="#">Evolutionary Psychology II. (seminar)</a>	Spring	6
PSZIS0031	<a href="#">Introduction to Health Psychology</a>	Spring	6
PSZIS0022	<a href="#">Personality Psychology II.</a>	Spring	6
PSZIS0001	<a href="#">Affective Psychology</a>	Spring	6
PSZIS0005	<a href="#">Biological Basic Knowledge II.</a>	Spring	6
PSZIS0014	<a href="#">History of Philosophy</a>	Spring	6
PSZIS0032	<a href="#">Statistics II.</a>	Spring	6
PSZIS0036	<a href="#">Organizational Psychology and Leadership</a>	Spring	6
PSZIS0040	<a href="#">Social Psychology I.</a>	Spring	6
PSZIS0043	<a href="#">Introduction to School Psychology</a>	Spring	6
PSZIS0044	<a href="#">Introduction to Clinical Child Psychology</a>	Spring	6
PSZIS0045	<a href="#">Psychology of Arts</a>	Spring	6
PSZIS0046	<a href="#">Measures at Organization</a>	Spring	6
PSZIS0047	<a href="#">History of Psychology</a>	Spring	6
PSZIS0048	<a href="#">Assessment of Personality</a>	Spring	6
PSZIS0050	<a href="#">Social Development</a>	Spring	6



**Detailed information about the courses:**

**Cognitive Psychology I.**

<b>Language of instruction:</b>	English
<b>Form of teaching:</b>	lecture
<b>Class hours per week:</b>	2
<b>Credits (ECTS):</b>	6
<b>Course description:</b>	This course is an introduction to past and present chapters of cognitive psychology with main focus on perception. It includes an overview of all sensory modalities (vision, audition, olfaction, touch, gustation and proprioception).
<b>Assessment methods:</b>	Active participation, written examination
<b>Teaching period:</b>	Spring Semester

**Dynamic Approaches to Psychological Development (lecture)**

<b>Language of instruction:</b>	English
<b>Form of teaching:</b>	lecture
<b>Class hours per week:</b>	2
<b>Credits (ECTS):</b>	6
<b>Course description:</b>	The aim of the course is to give an introduction to the dynamic approach of psychological development.
<b>Assessment methods:</b>	Active participation, written examinations
<b>Teaching period:</b>	Spring Semester

**Dynamic Approaches to Psychological Development (seminar)**

<b>Language of instruction:</b>	English
<b>Form of teaching:</b>	seminar
<b>Class hours per week:</b>	2
<b>Credits (ECTS):</b>	6
<b>Course description:</b>	The aim of the course is to give an introduction to the most influential psychodynamic theories of development.
<b>Assessment methods:</b>	Active participation, individual tasks
<b>Teaching period:</b>	Spring Semester

**Evolutionary Psychology II. (lecture)**

<b>Language of instruction:</b>	English
<b>Form of teaching:</b>	lecture
<b>Class hours per week:</b>	2
<b>Credits (ECTS):</b>	6
<b>Course description:</b>	First we talk about the adaptivity of different parental strategies, i.e. attachment styles. Then we shift our attention to the salient periods of parent-offspring conflicts (e.g. conflict in the womb). Also the mental development of children and the effect of socialization will be discussed in great detail. At the end of the semester the members of the Evolutionary Psychology Research Group of Pécs talk about their current research projects.
<b>Assessment methods:</b>	Active participation, tests, final exam
<b>Teaching period:</b>	Spring Semester

**Evolutionary Psychology II. (seminar)**

<b>Language of instruction:</b>	English
<b>Form of teaching:</b>	seminar
<b>Class hours per week:</b>	2
<b>Credits (ECTS):</b>	6
<b>Course description:</b>	During this seminar we focus on the sexual selection theory and the characteristics of the human mate choice. After discussing the basic concepts of the sexual selection theory (e.g. parental investment theory) we turn our attention to the gender differences and context-dependent strategies in mate choice preferences. Then we elaborate on the topics of love, jealousy, infidelity and marriage. Finally, we shift our focus to the physical cues of attractiveness both on the human face and body.
<b>Assessment methods:</b>	Active participation, tests, report
<b>Teaching period:</b>	Spring Semester

**Introduction to Health Psychology**

<b>Language of instruction:</b>	English
<b>Form of teaching:</b>	lecture
<b>Class hours per week:</b>	2
<b>Credits (ECTS):</b>	6
<b>Course description:</b>	The course will cover the definition, the areas and the short history of health psychology. Concepts of health and illness, and determinants of health status will be discussed also. Moreover, the issues of stress (main sources of stress; psychological and physiological effects of stress; coping with distress; and the stress-disease connection) will be emphasized. Finally, the biopsychosocial model of chronic diseases and issues of pain, discomfort, and health promotion will be overviewed.
<b>Assessment methods:</b>	Written exam, optional assignments
<b>Teaching period:</b>	Spring Semester

**Personality Psychology II.**

<b>Language of instruction:</b>	English
<b>Form of teaching:</b>	lecture
<b>Class hours per week:</b>	2
<b>Credits (ECTS):</b>	6
<b>Course description:</b>	The aim of this course is to provide an introduction to the methodology of personality psychology and given an overview of the directions of the corresponding research, starting from the theories of typologies to the modern approach of humanistic psychology. The participants will be able to get familiar with the thinking method of the different directions and the approaches of personality description. During the lectures not only the theories will be introduced but through examples, also their possible application in the psychological practice.
<b>Assessment methods:</b>	Active presence, final oral exam
<b>Teaching period:</b>	Spring Semester

**Affective Psychology**

<b>Language of instruction:</b>	English
<b>Form of teaching:</b>	lecture
<b>Class hours per week:</b>	2
<b>Credits (ECTS):</b>	6
<b>Course description:</b>	The course gives an overview of the perspective and main fields in affective psychology, the basic terms of motivation and emotions, and their relationship. We analyze the affective phenomena from a biological, evolutionary, social and cultural viewpoint.
<b>Assessment methods:</b>	Active presence, midterm and final exam
<b>Teaching period:</b>	Spring Semester

**Biological Basic Knowledge II.**

<b>Language of instruction:</b>	English
<b>Form of teaching:</b>	lecture
<b>Class hours per week:</b>	2
<b>Credits (ECTS):</b>	6
<b>Course description:</b>	The aim of this course is to provide a skin-deep overview of the basics biological topics for BA psychology students. During the course students will learn about the basic anatomy and physiology of the sensory and motor systems, integrative processes, and higher order neuronal functions (learning, memory).
<b>Assessment methods:</b>	Active presence, two midterms, final essay
<b>Teaching period:</b>	Spring Semester

**History of Philosophy**

<b>Language of instruction:</b>	English
<b>Form of teaching:</b>	lecture
<b>Class hours per week:</b>	2
<b>Credits (ECTS):</b>	6
<b>Course description:</b>	The primary aim of the course is to provide knowledge concerning certain key topics within the history of philosophy. The course is organized around four modules. Every module consists of a general introduction, then a traditional reading and finally a text from experimental philosophy. First, we discuss the philosophy of explanation and causation. In doing so we present the classical Humean theory and after this we shall read an empirical paper regarding children's understanding of causation. The second module concerns mental states. Here the main problem is mental causation and the child's developing theories of mind. The third module deals with consciousness. The main focus of this module is the so-called "hard problem" introduced by Chalmers. Finally, we shall present the topic of the persons and the self. Here one of the most interesting issues concerns the plurality of selves as it was developed by Paul Bloom
<b>Assessment methods:</b>	Active presence, midterm and final exam
<b>Teaching period:</b>	Spring Semester

**Statistics II.**

<b>Language of instruction:</b>	English
<b>Form of teaching:</b>	seminar
<b>Class hours per week:</b>	2
<b>Credits (ECTS):</b>	6
<b>Course description:</b>	In this course, Students will get a broader insight about the one variable hypothesis testing procedures, based on the previous course: Statistic I. We will use Jamovi, with lots of practices, and we will discuss in detail the following hypothesis testing procedures: the two kinds of analysis of variance, binary logistic regression, and the Chi square tests.
<b>Assessment methods:</b>	Active presence, midterm, final exam
<b>Teaching period:</b>	Spring Semester

**Organizational Psychology and Leadership**

<b>Language of instruction:</b>	English
<b>Form of teaching:</b>	lecture
<b>Class hours per week:</b>	2
<b>Credits (ECTS):</b>	6
<b>Course description:</b>	The course attempts to cover the fundamentals of the field of leadership theories and organizational psychology. In the first part of the course, students get an overview of the history of organizational psychology and management related studies, and about the main perspectives and research results on these fields. Later this course focuses on phenomena, like workplace group dynamics, organizational culture, work motivation, and some actual challenges of I/O psychology. These fields are discussed from the perspective of work and organizational psychology and the psychology of leadership. By the end of the course, students will be able to differentiate between personal, contextual, and social factors that impact the organization's effectiveness.
<b>Assessment methods:</b>	Active presence, midterm, final exam
<b>Teaching period:</b>	Spring Semester

**Social Psychology I.**

<b>Language of instruction:</b>	English
<b>Form of teaching:</b>	seminar
<b>Class hours per week:</b>	2
<b>Credits (ECTS):</b>	6
<b>Course description:</b>	The outline of the Social Psychology seminar I. follows the structure of Social Psychology lecture I. During the course the most important theories are discussed and anchored by everyday societal issues. Students are working on chosen topics in small groups based on the principles of cooperative learning methods. The seminar closes with a workshop, when each groups gives a 15 minute long presentation. The presentation can be both theoretical or applied, but should include the base theories.
<b>Assessment methods:</b>	Active presence, midterm, final exam
<b>Teaching period:</b>	Spring Semester

**Introduction to School Psychology**

<b>Language of instruction:</b>	English
<b>Form of teaching:</b>	lecture
<b>Class hours per week:</b>	2
<b>Credits (ECTS):</b>	6
<b>Course description:</b>	The aim of this course is to provide an introduction to the practice of school psychology. During the course the participants will get familiar with the basic concepts of school psychology and will get an introduction to the practical methods of the corresponding topics. During the lectures the topics of behavior management, school system, vocational counselling, assessment and the most common challenges in schools will be addressed. Through this course the participants will learn the concepts of the system approach school psychology and its fundamental practical methods.
<b>Assessment methods:</b>	Active presence, written exam
<b>Teaching period:</b>	Spring Semester

**Introduction to Clinical Child Psychology**

<b>Language of instruction:</b>	English
<b>Form of teaching:</b>	lecture
<b>Class hours per week:</b>	2
<b>Credits (ECTS):</b>	6
<b>Course description:</b>	The definition, aims and responsibilities of clinical child psychology. The main differences from related professions - child psychiatry, counselling, school-psychology. Common problems in clinical child psychology. Specializing in clinical child psychology - requirements, the way and process of training. Clinical child psychology in practice - education, public health, private practice.
<b>Assessment methods:</b>	Active presence, final essay
<b>Teaching period:</b>	Spring Semester



**Psychology of Arts**

<b>Language of instruction:</b>	English
<b>Form of teaching:</b>	lecture
<b>Class hours per week:</b>	2
<b>Credits (ECTS):</b>	6
<b>Course description:</b>	The course discusses some psychological theories of art and creativity providing the students with versatile interpretational approaches and tools. Then the artist comes into focus: how personality and life course impact on creative processing and products. The third part of the course deals with the symbolic messages of different genres. We also investigate visual arts and music in the reflection of some different psychological theories. The course aims at improving understanding arts from a psychological perspective.
<b>Assessment methods:</b>	Active presence, quiz, final written exam
<b>Teaching period:</b>	Spring Semester

**Measures at Organization**

<b>Language of instruction:</b>	English
<b>Form of teaching:</b>	lecture
<b>Class hours per week:</b>	2
<b>Credits (ECTS):</b>	6
<b>Course description:</b>	This course is concerned with the recruitment, selection, and assessment of employees. Recruitment strategies are evaluated and considered from the perspective of both the organization and the individual (compliance with the law and the organization's policies, legal defensibility, candidate's reaction). Selection techniques are discussed in relation to issues of job relevancy, reliability, validity, fairness, applicability, effectiveness and cost. Performance appraisal systems are also examined as one mechanism for establishing whether recruitment and selection procedures have been effective. The course has an emphasis on commonly used instruments, including the structured selection interview, assessment centre (AC), mental aptitude tests and personality inventories. Practical experiences are offered in administration, scoring, interpretation, and professional report writing.
<b>Assessment methods:</b>	Active presence, written exam
<b>Teaching period:</b>	Spring Semester

**History of Psychology**

<b>Language of instruction:</b>	English
<b>Form of teaching:</b>	lecture
<b>Class hours per week:</b>	2
<b>Credits (ECTS):</b>	6
<b>Course description:</b>	<p>The primary aim of the course is to provide extensive knowledge concerning the main heroes, theories, schools and findings of the history of psychology. After a general introduction we discuss the philosophical views of Plato and Aristotle. Following this we cover the work of Descartes and other rationalists as well as the psychology of the Enlightenment. Then we discuss the effect of physiological thinking on psychology and the birth of measurement. We spend a whole occasion on Wundt. Thereafter we get knowledge about evolutionary theory and the beginning of American psychology. We show the spread of psychological laboratories in Europe and the formation of American behaviourism and neo-behaviourism. Then we present the main findings of Gestalt psychology and psychoanalysis. We present the different sub-disciplines of psychology. After the discussion of Soviet-Russian psychology we enumerate the main contemporary schools of psychology.</p>
<b>Assessment methods:</b>	Active presence, final test
<b>Teaching period:</b>	Spring Semester

**Assessment of Personality**

<b>Language of instruction:</b>	English
<b>Form of teaching:</b>	seminar
<b>Class hours per week:</b>	2
<b>Credits (ECTS):</b>	6
<b>Course description:</b>	The course is built on Personality Psychology I and II, considering the major theoretical and research issues in the study of personality. In this course, emphasis will be placed on the different methods of personality assessment. The course will explore some of the most commonly used personality assessment measures (related to the previously learnt personality theories). The course addresses certain psychometric concepts such as validity, reliability, norms, and score interpretation also. Contemporary issues such as the validity of instruments for diverse populations and the impact of technology on assessment are discussed as well. The course covers the administration, evaluation, and applicability, practical utility of the questionnaires.
<b>Assessment methods:</b>	Active presence, final written test
<b>Teaching period:</b>	Spring Semester

**Social Development**

<b>Language of instruction:</b>	English
<b>Form of teaching:</b>	seminar
<b>Class hours per week:</b>	2
<b>Credits (ECTS):</b>	6
<b>Course description:</b>	The course reviews the processes of social-emotional development from different theoretical viewpoints. The psychoanalytic paradigm, the social learning paradigm, the attachment paradigm of socialization, and the main mediating mechanisms of socialization are discussed. The development of social cognition and self-regulation are highlighted. Finally the development of aggression is reviewed.
<b>Assessment methods:</b>	Active presence, final written test