



SVEUČILIŠTE U RIJECI
Filozofski fakultet
UNIVERSITY OF RIJEKA
Faculty of Humanities and Social Sciences

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SYLLABUS

KEY INFORMATION ABOUT THE COURSE	
Course title	Behaviour – a door to the mind?
Study programme	Psychology
Semester	2 nd , 4 th and 6 th
Academic year	2024/2025
ECTS credits	6
Contact hours (Lectures + Seminars + Practical work)	30+15+0
Time and venue of classes	it will be announced
Language of instruction	English
Course instructor	Dr. Ljerka Ostojić
Office number	344
Office hours	to be confirmed
Phone	00385 51 669 217
Email	lj.ostojic@uniri.hr
I. DETAILED COURSE DESCRIPTION	
COURSE OVERVIEW	
<p>Selected research areas using behaviour to investigate mental processes, primarily infant and non-human animal research. Challenges and constraints in such behavioural research: measurement and interpretation. Observations and experiments. Anecdotes. Language and behaviour: self-report vs. behaviour: verbal vs. behavioural responses in tasks. Behaviour and neuroscience data.</p> <p>This year's planned invited lectures are on behavioural change (Dr. Florian Lange) and theory of mind (Dr. Edward Legg). Please note that the planned invited lectures are subject to changes. Invited lectures may be online (synchronous or asynchronous) or in person.</p>	
EXPECTED LEARNING OUTCOMES	

After completing the course, students are expected to be able to:

- explain and analyse different approaches in behavioural research,
- state and discuss conceptual and methodological issues in behavioural research,
- describe and discuss different benefits and problems/limitations of different ways in which behaviour can be measured,
- conduct the first steps in planning and designing behavioural observations and experiments,
- critically assess scientific behavioural literature,
- communicate about behavioural research in both an academic environment as well as to the public (science communication)

WAYS IN WHICH THE COURSE IS DELIVERED (mark with 'X')

Lectures	Seminars	Practical work	Independent work
x	x		x
Fieldwork	Laboratory work	Mentoring	Other
x		x	

II. COURSE EVALUATION AND GRADING CRITERIA

ASSESSMENT COMPONENT	ECTS CREDIT ALLOCATION	MAXIMUM POINTS (% OF TOTAL)
Class attendance	1.5	
Class participation	0.6	24
Project-based assessment	0.9	50
Seminar paper	3	26
TOTAL		100

To obtain a grade for this course, students need to i) actively contribute to the course, ii) participate in one group project, and iii) submit a group report and participate in the project presentation.

Group Project: Student will be working on the project in groups (usually 3 to 4 students per group) and will design a behavioural study based on a given hypothetical i.e., made up research question (made up hypothesis) as well as provided information about resources, constraints, etc.

Students will receive supervisions during the project to ensure continuous support during the project. Detailed information about the project will be given during the first two weeks of the course.

Class Participation: Students will take part in seminars during the course, which may include activities such as working through tasks and problems, literature work, short presentations, and discussions.

Inclusivity:

To ensure inclusivity for all students, students who anticipate that they may have problems with the requirements for this course are asked to contact the lecturer so possible adjustments can be sorted out.

Grading:

Group projects: Participation in the group project will be graded based on the following criteria: Relevance, Preparation, Effort, Argumentation. The maximum number of points that can be obtained for participating in the group project is 20. The group project reports will be graded based on the following categories: Appropriateness of the design, Clarity of the text, Control procedures; Procedures in relation to constraints, Procedures in relation to research quality, Argumentation. The maximum number of points that can be obtained for the group project report is 30.

Seminar papers: The seminar paper will be graded based on the following criteria: Structure and flow, Clarity, Argumentation. The maximum number of points that can be obtained is 26.

Class Participation: Class participation will be graded based on the following criteria: Relevance, Preparation, Effort, Connecting content, Argumentation. The maximum number of points that can be obtained for class participation is 24.

Final grades will be determined as follows:

GRADE	UNDEGRADUATE AND GRADUATE PROGRAMMES
5 (A)	90 – 100 % points
4 (B)	75 – 89.9 % points
3 (C)	60 – 74.9 % points
2 (D)	50 – 59.9 % points
1 (F)	0 – 49.9 % points
III. READING	
MANDATORY READING	
<ol style="list-style-type: none"> Barrett, L. (2016). Why brains are not computers, why behaviorism is not satanism, and why dolphins are not aquatic apes. <i>The Behavior Analyst</i> 39, 9-23. Mackintosh, N. J. (2002). Do not ask whether they have a cognitive map, but how they find their way about. <i>Psicológica</i> 23, 165-185. Altman, J. (1974). Observational study of behavior: sampling methods. <i>Behaviour</i> 49, 227-267. Heyes, C. M. (2012). Simple minds: a qualified defence of associative learning. <i>Philosophical Transactions of the Royal Society B</i> 367, 2695-2703. Bates, L. A. & Byrne, R. W. (2007). Creative or created: using anecdotes to investigate animal cognition. <i>Methods</i> 42, 12-21. Shettleworth, S. J. (2001). Animal cognition and animal behaviour. <i>Animal Behaviour</i> 61, 277-286. Haith, M. M. (1998). Who put the cog in infant cognition? Is rich interpretation too costly? <i>Infant Behavior & Development</i> 21, 167-179. Sirols, S. & Jackson, I. (2007). Social cognition in infancy: a critical review of research on higher order abilities. <i>European Journal of Developmental Psychology</i> 4, 46-64. 	
RECOMMENDED FURTHER READING	
<ol style="list-style-type: none"> Heyes, C. M. (2012). What's social about social learning? <i>Journal of Comparative Psychology</i> 126, 193-202. Barrett, L. (2012). Why behaviorism isn't Satanism. In <i>the Oxford handbook of Comparative Evolutionary Psychology</i>. Hanus, D. (2016). Causal reasoning versus associative learning: a useful dichotomy or a strawman battle in comparative psychology? <i>Journal of Comparative Psychology</i> 130, 241-248. Bekers, T., de Houwer, J., & Dwyer, D. M. (2016). Reasoning versus association in animal cognition: current controversies and possible ways forward. <i>Journal of Comparative Psychology</i> 130, 187-191. Allen, C. & Bekoff, M. (2007). Animal minds, cognitive ethology, and ethics. <i>The Journal of Ethics</i> 11, 299-317. Hare, B. (2001). Can competitive paradigms increase the validity of experiments on primate social cognition? <i>Animal Cognition</i> 4, 269-280. Shettleworth, S. J. (2010). Clever animals and killjoy explanations in comparative psychology. <i>Trends in Cognitive Sciences</i> 24, 51-63. Andrews, K. (2009). Politics or metaphysics? On attributing psychological properties to animals. <i>Biology & Philosophy</i> 24, 51-63. Watanabe, S. (2007). How animal psychology contributes to animal welfare. <i>Applied Animal Behaviour Science</i> 106, 193-202. Mangaliso Duncan, L. & Pillay, N. (2012). Volunteer experience influences the conclusions of behavioural experiments. <i>Applied Animal Behaviour Science</i> 140, 179-187. 	
IV. ADDITIONAL INFORMATION	
ATTENDANCE	
Attendance is mandatory. Students are allowed to miss no more than 30% of all classes without penalty.	
WAYS IN WHICH STUDENTS WILL BE NOTIFIED ABOUT THIS COURSE	
During teaching, through Moodle, Teams and email.	
WAYS IN WHICH STUDENTS CAN COMMUNICATE WITH COURSE INSTRUCTORS	
Through email and other online platforms.	
INFORMATION ABOUT THE FINAL EXAM	

There is no final exam on this course.

OTHER RELEVANT INFORMATION

Academic honesty

Any use of texts or other types of work by another author, as well as the use of ChatGPT or other tools whose function is based on AI technology, without a clear and unambiguous citation of the source is considered a violation of academic integrity principles, and is a serious offence regulated by the Ordinance on Student Responsibilities.

EXAM DATES

Winter	to be confirmed
Summer	to be confirmed
Autumn	to be confirmed

V. COURSE OUTLINE (optional)

DATE	TOPIC
Week 1	Introduction to the course
Week 2	Module 1: Who researches behaviour, how, and why?
Week 3	Module 2: When behaviour is not accompanied by language: researching cognition in infants and non-human animals
Week 4	Module 2: When behaviour is not accompanied by language: researching cognition in infants and non-human animals
Week 5	Module 3: When behaviour is not always the same: ecological validity
Week 6	Module 4: When we have both behaviour and language: self-report vs. behaviour
Week 7	Module 4: Language and Behaviour: invited lecture on behavioural change (Dr. Florian Lange, University of Leuven, Belgium)
Week 8	Module 4: Language and Behaviour: invited lecture on theory of mind (Dr. Edward Legg)
Week 9	Group projects
Week 10	Module 5: When we have both behaviour and brain activity: neuroscientific methods
Week 11	Module 5: Behaviour and neuroscience
Week 12	Module 6: What influences measurement and interpretation of behaviour?
Week 13	Module 7: 'Up-linkage' approach: from animals to humans
Week 14	Group project presentations and discussions
Week 15	Final discussion and Course evaluation

VI. CONSTRUCTIVE ALIGNMENT

LEARNING OUTCOMES	CONTENT	TEACHING AND LEARNING ACTIVITIES	ASSESSMENT TASKS
explain and analyse different approaches in behavioural research	Psychology, ethology, behavioural economics, neuroscience. infant research	Lectures, group and individual tasks, seminar paper	Individual and group contribution, in seminars, group project, seminar paper
state and discuss conceptual and methodological issues in behavioural research	Variables, controls, measurement, bias, validity, reliability, constraints	Lectures, group and individual tasks	Individual and group contribution in seminars
describe and discuss different benefits and problems/limitations of different ways in which behaviour can be measured	Different behavioural measurements	Lectures, group and individual tasks, seminar paper	Individual and group contribution in seminars, seminar paper
conduct the first steps in planning and designing behavioural observations and experiments	experiments, quasi-experiments, controls, reliability, sample and sample size, resources	Lectures, group and individual tasks, group project	Individual and group contribution in seminars, group project
critically assess scientific behavioural literature	Conceptual and methodological challenges	Lectures, group and individual tasks, group project, seminar paper	Individual and group contribution in seminars, group project, seminar paper
communicate about behavioural research in both an academic environment as well as to the public (science communication)	Behavioural research, approaches and problems	Lectures, group and individual tasks	Individual and group contribution in seminars, group project.



SYLLABUS

KEY INFORMATION ABOUT THE COURSE	
Course title	Behaviour – a door to the mind?
Study programme	Psychology
Semester	2nd, 4th and 6th
Academic year	2024/2025
ECTS credits	3
Contact hours (Lectures + Seminars + Practical work)	30+15+0
Time and venue of classes	it will be announced
Language of instruction	English
Course instructor	Dr. Ljerka Ostojić
Office number	344
Office hours	to be confirmed
Phone	00385 51 669 217
Email	lj.ostojic@uniri.hr
I. DETAILED COURSE DESCRIPTION	
COURSE OVERVIEW	
<p>Selected research areas using behaviour to investigate mental processes, primarily infant and non-human animal research. Challenges and constraints in such behavioural research: measurement and interpretation. Observations and experiments. Anecdotes. Language and behaviour: self-report vs. behaviour: verbal vs. behavioural responses in tasks. Behaviour and neuroscience data.</p> <p>This year's planned invited lectures are on behavioural change (Dr. Florian Lange) and theory of mind (Dr. Edward Legg). Please note that the planned invited lectures are subject to changes. Invited lectures may be online (synchronous or asynchronous) or in person.</p>	
EXPECTED LEARNING OUTCOMES	

After completing the course, students are expected to be able to:

- explain and analyse different approaches in behavioural research,
- state and discuss conceptual and methodological issues in behavioural research,
- describe and discuss different benefits and problems/limitations of different ways in which behaviour can be measured,
- conduct the first steps in planning and designing behavioural observations and experiments,
- critically assess scientific behavioural literature,
- communicate about behavioural research in both an academic environment as well as to the public (science communication)

WAYS IN WHICH THE COURSE IS DELIVERED (mark with 'X')

Lectures	Seminars	Practical work	Independent work
x	x		x
Fieldwork	Laboratory work	Mentoring	Other
x		x	

II. COURSE EVALUATION AND GRADING CRITERIA

ASSESSMENT COMPONENT	ECTS CREDIT ALLOCATION	MAXIMUM POINTS (% OF TOTAL)
Class attendance	1.5	
Class participation	0.6	50
Project-based assessment	0.9	50
TOTAL		100

To obtain a grade for this course, students need to i) actively contribute to the course, ii) participate in one group project, and iii) submit a group report and participate in the project presentation.

Group Project: Student will be working on the project in groups (usually 3 to 4 students per group) and will design a behavioural study based on a given hypothetical i.e., made up research question (made up hypothesis) as well as provided information about resources, constraints, etc.

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Grading:

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Class Participation: Class participation will be graded based on the following criteria: Relevance, Preparation, Effort, Connecting content, Argumentation. The maximum number of points that can be obtained for class participation is 50.

Final grades will be determined as follows:

GRADE	UNDEGRADUATE AND GRADUATE PROGRAMMES
5 (A)	90 – 100 % points
4 (B)	75 – 89.9 % points
3 (C)	60 – 74.9 % points

2 (D)	50 – 59.9 % points
1 (F)	0 – 49.9 % points
III. READING	
MANDATORY READING	
<ol style="list-style-type: none"> 1. Barrett, L. (2016). Why brains are not computers, why behaviorism is not satanism, and why dolphins are not aquatic apes. <i>The Behavior Analyst</i> 39, 9-23. 2. Mackintosh, N. J. (2002). Do not ask whether they have a cognitive map, but how they find their way about. <i>Psicológica</i> 23, 165-185. 3. Altman, J. (1974). Observational study of behavior: sampling methods. <i>Behaviour</i> 49, 227-267. 4. Heyes, C. M. (2012). Simple minds: a qualified defence of associative learning. <i>Philosophical Transactions of the Royal Society B</i> 367, 2695-2703. 5. Bates, L. A. & Byrne, R. W. (2007). Creative or created: using anecdotes to investigate animal cognition. <i>Methods</i> 42, 12-21. 6. Shettleworth, S. J. (2001). Animal cognition and animal behaviour. <i>Animal Behaviour</i> 61, 277-286. 7. Haith, M. M. (1998). Who put the cog in infant cognition? Is rich interpretation too costly? <i>Infant Behavior & Development</i> 21, 167-179. 8. Sirols, S. & Jackson, I. (2007). Social cognition in infancy: a critical review of research on higher order abilities. <i>European Journal of Developmental Psychology</i> 4, 46-64. 	
RECOMMENDED FURTHER READING	
<ol style="list-style-type: none"> 1. Heyes, C. M. (2012). What's social about social learning? <i>Journal of Comparative Psychology</i> 126, 193-202. 2. Barrett, L. (2012). Why behaviorism isn't Satanism. In <i>the Oxford handbook of Comparative Evolutionary Psychology</i>. 3. Hanus, D. (2016). Causal reasoning versus associative learning: a useful dichotomy or a strawman battle in comparative psychology? <i>Journal of Comparative Psychology</i> 130, 241-248. 4. Bekers, T., de Houwer, J., & Dwyer, D. M. (2016). Reasoning versus association in animal cognition: current controversies and possible ways forward. <i>Journal of Comparative Psychology</i> 130, 187-191. 5. Allen, C. & Bekoff, M. (2007). Animal minds, cognitive ethology, and ethics. <i>The Journal of Ethics</i> 11, 299-317. 6. Hare, B. (2001). Can competitive paradigms increase the validity of experiments on primate social cognition? <i>Animal Cognition</i> 4, 269-280. 7. Shettleworth, S. J. (2010). Clever animals and killjoy explanations in comparative psychology. <i>Trends in Cognitive Sciences</i> 24, 51-63. 8. Andrews, K. (2009). Politics or metaphysics? On attributing psychological properties to animals. <i>Biology & Philosophy</i> 24, 51-63. 9. Watanabe, S. (2007). How animal psychology contributes to animal welfare. <i>Applied Animal Behaviour Science</i> 106, 193-202. 10. Mangaliso Duncan, L. & Pillay, N. (2012). Volunteer experience influences the conclusions of behavioural experiments. <i>Applied Animal Behaviour Science</i> 140, 179-187. 	
IV. ADDITIONAL INFORMATION	
ATTENDANCE	
Attendance is mandatory. Students are allowed to miss no more than 30% of all classes without penalty.	
WAYS IN WHICH STUDENTS WILL BE NOTIFIED ABOUT THIS COURSE	
During teaching, through Moodle, Teams and email.	
WAYS IN WHICH STUDENTS CAN COMMUNICATE WITH COURSE INSTRUCTORS	
Through email and other online platforms.	
INFORMATION ABOUT THE FINAL EXAM	
There is no final exam on this course.	
OTHER RELEVANT INFORMATION	
Academic honesty	
Any use of texts or other types of work by another author, as well as the use of ChatGPT or other tools whose function	

is based on AI technology, without a clear and unambiguous citation of the source is considered a violation of academic integrity principles, and is a serious offence regulated by the Ordinance on Student Responsibilities.

EXAM DATES

Winter	to be confirmed
Summer	to be confirmed
Autumn	to be confirmed

V. COURSE OUTLINE (optional)

DATE	TOPIC
Week 1	Introduction to the course
Week 2	Module 1: Who researches behaviour, how, and why?
Week 3	Module 2: When behaviour is not accompanied by language: researching cognition in infants and non-human animals
Week 4	Module 2: When behaviour is not accompanied by language: researching cognition in infants and non-human animals
Week 5	Module 3: When behaviour is not always the same: ecological validity
Week 6	Module 4: When we have both behaviour and language: self-report vs. behaviour
Week 7	Module 4: Language and Behaviour: invited lecture on behavioural change (Dr. Florian Lange, University of Leuven, Belgium)
Week 8	Module 4: Language and Behaviour: invited lecture on theory of mind (Dr. Edward Legg)
Week 9	Group projects
Week 10	Module 5: When we have both behaviour and brain activity: neuroscientific methods
Week 11	Module 5: Behaviour and neuroscience
Week 12	Module 6: What influences measurement and interpretation of behaviour?
Week 13	Module 7: 'Up-linkage' approach: from animals to humans
Week 14	Group project presentations and discussions
Week 15	Final discussion and Course evaluation

VI. CONSTRUCTIVE ALIGNMENT

LEARNING OUTCOMES	CONTENT	TEACHING AND LEARNING ACTIVITIES	ASSESSMENT TASKS
explain and analyse different approaches in behavioural research	Psychology, ethology, behavioural economics, neuroscience. infant research	Lectures, group and individual tasks, seminar paper	Individual and group contribution, in seminars, group project
state and discuss conceptual and methodological issues in behavioural research	Variables, controls, measurement, bias, validity, reliability, constraints	Lectures, group and individual tasks	Individual and group contribution in seminars
describe and discuss different benefits and problems/limitations of different ways in which behaviour can be measured	Different behavioural measurements	Lectures, group and individual tasks, seminar paper	Individual and group contribution in seminars
conduct the first steps in planning and designing behavioural observations and experiments	experiments, quasi-experiments, controls, reliability, sample and sample size, resources	Lectures, group and individual tasks, group project	Individual and group contribution in seminars, group project
critically assess scientific behavioural literature	Conceptual and methodological challenges	Lectures, group and individual tasks, group project, seminar paper	Individual and group contribution in seminars, group project
communicate about behavioural research in both an academic environment as well as to the public (science communication)	Behavioural research, approaches and problems	Lectures, group and individual tasks	Individual and group contribution in seminars, group project.



SYLLABUS

KEY INFORMATION ABOUT THE COURSE	
Course title	History of psychology
Study programme	Psychology
Semester	Winter
Academic year	2024-2025.
ECTS credits	3
Contact hours (Lectures + Seminars + Practical work)	30+0+0
Time and venue of classes	it will be announced
Language of instruction	English
Course instructor	Nada Krapić
Office number	363
Office hours	to be confirmed
Phone	00385 51 265 763
Email	nkrapic@uniri.hr
I. DETAILED COURSE DESCRIPTION	
COURSE OVERVIEW	
<p>The aim of the course is to provide an overview of the history of psychology from early Greek philosophers to the establish psychology as scientific discipline in 19. Century. We will trace roots from their origins in philosophy and the natural sciences and identified in those periods significant people and their contributions.</p> <p>Course content:</p> <ol style="list-style-type: none">1. Introduction2. The early Greek philosophers3. After Aristotle: A Search for the Good Life4. The beginnings of modern science and philosophy5. Empiricism, sensationalism, and positivism6. Rationalism, romanticism and existentialism7. Early developments in physiology and the rise of experimental psychology8. The Darwinian influence and the rise of mental testing	
EXPECTED LEARNING OUTCOMES	

By the end of this course, it is expected that students will be able to:

1. describe the historical periods important for development psychology as scientific discipline
2. describe the historical events and scientific discoveries that have influenced psychology and implications of new ideas
3. describe and compare scientific discoveries and contributions of the main scientist important for psychology

WAYS IN WHICH THE COURSE IS DELIVERED (mark with 'X')

Lectures	Seminars	Practical work	Independent work
x			x
Fieldwork	Laboratory work	Mentoring	Other: consultations
			x

II. COURSE EVALUATION AND GRADING CRITERIA

ASSESSMENT COMPONENT	ECTS CREDIT ALLOCATION	MAXIMUM POINTS (% OF TOTAL)
Lectures	0.4	13
Independent work	0.5	17
Consultations	0.6	20
Final exam	1.5	50
TOTAL	3.0	100

Final grades will be determined as follows:

GRADE	UNDEGRADUATE AND GRADUATE PROGRAMMES
5 (A)	90 – 100 % points
4 (B)	75 – 89.9 % points
3 (C)	60 – 74.9 % points
2 (D)	50 – 59.9 % points
1 (F)	0 – 49.9 % points

III. READING

MANDATORY READING

1. Hergenhahn, B.R. (2013). An introduction to the history of psychology. Belmont, CA: Wadsworth./Thomson Learning.

RECOMMENDED FURTHER READING

- 1 Thorne, B.M., Henley, T.B. (2013). Connections in the history and systems of psychology. New York: Houghton Mifflin Company.
- 2 Madsen, K.B. (1988). A history of psychology in metascientific perspective. Amsterdam: Nort-Holland.
- 3 Benjamin, L.T. (2008). A history of psychology: Original sources and contemporary research. 3.rd edition, Hoboken: Wiley.
- 4 Smith, N.W. (2001). Current systems in Psychology: History, theory, research and applications. Belmont, CA: Wadsworth./Thomson Learning.

IV. ADDITIONAL INFORMATION

ATTENDANCE

Attendance is mandatory. Students are allowed to miss no more than 30% of all classes without penalty.

WAYS IN WHICH STUDENTS WILL BE NOTIFIED ABOUT THIS COURSE

WAYS IN WHICH STUDENTS CAN COMMUNICATE WITH COURSE INSTRUCTORS

Students will be informed orally, through the bulletin board and via e-mail.

INFORMATION ABOUT THE FINAL EXAM

OTHER RELEVANT INFORMATION

Academic honesty

Any use of texts or other types of work by another author, as well as the use of ChatGPT or other tools whose function

is based on AI technology, without a clear and unambiguous citation of the source is considered a violation of academic integrity principles, and is a serious offence regulated by the Ordinance on Student Responsibilities.

EXAM DATES

Winter	to be confirmed
Summer	to be confirmed
Autumn	to be confirmed

V. COURSE OUTLINE

DATE	TOPIC
Week 1	Introduction
Week 2	The early Greek philosophers
Week 3	After Aristotle: A Search for the Good Life
Week 4	The beginnings of modern science and philosophy
Week 5	Empiricism, sensationalism, and positivism
Week 6	continuation of the topic
Week 7	Rationalism, romanticism and existentialism
Week 8	continuation of the topic
Week 9	Early developments in physiology and the rise of experimental psychology
Week 10	The Darwinian influence and the rise of mental testing
Week 11	NG documentary film about feral children
Week 12	independent work or seminar presentation
Week 13	independent work or seminar presentation
Week 14	independent work or seminar presentation
Week 15	knowledge test

VI. CONSTRUCTIVE ALIGNMENT

LEARNING OUTCOMES	CONTENT	TEACHING AND LEARNING ACTIVITIES	ASSESSMENT TASKS
Describe and explain the roots of psychology in the ancient period.	The early Greek philosophers	lecture, discussion	Objective and essay type of tasks on the knowledge test.
Describe and explain the roots of psychology in the ancient period.	After Aristotle: A Search for the Good Life	lecture, discussion	Objective and essay type of tasks on the knowledge test.
Describe and explain the beginnings of modern science and psychology and contribution of its representatives.	The beginnings of modern science and philosophy	lecture, discussion	Objective and essay type of tasks on the knowledge test.
Describe the systems and contribution of its representatives, explain the influence and compare with other systems.	Empiricism, sensationalism, and positivism	lecture, discussion	Objective and essay type of tasks on the knowledge test.
Describe the systems and contribution of its representatives, explain the influence and compare with other	Rationalism, romanticism and existentialism	lecture, discussion	Objective and essay type of tasks on the knowledge test.

systems.			
Describe the systems and contribution of its representatives, explain the influence and compare with other systems.	Early developments in physiology and the rise of experimental psychology	lecture, discussion	Objective and essay type of tasks on the knowledge test.
Describe the system and Darwin's contribution, explain the influence and compare with other systems.	The Darwinian influence and the rise of mental testing	lecture, discussion	Objective and essay type of tasks on the knowledge test.
Describe the main findings about the influence of heredity and environment.	NG documentary film about feral children	demonstration, discussion	Objective and essay type of tasks on the knowledge test.
Development of critical thinking.	Presentation of independent work or seminar	independent work or seminar	Evaluation of the independent work and seminars.



SYLLABUS

KEY INFORMATION ABOUT THE COURSE	
Course title	Intelligence
Study programme	Undergraduate study programme in Psychology
Semester	4
Academic year	2024/2025
ECTS credits	3
Contact hours (Lectures + Seminars + Practical work)	30 + 30 + 0
Time and venue of classes	it will be announced
Language of instruction	Croatian (lectures) / English (consultations only)
Course instructor	Doc. dr. sc. Tamara Mohorić
Office number	F-335
Office hours	Thursdays 12:15 - 13:00
Phone	00385 51 265 774
Email	tmohoric@ffri.uniri.hr
I. DETAILED COURSE DESCRIPTION	
COURSE OVERVIEW	
The objective is to familiarize students with relevant theories in the field of the intelligence construct: Historical and cultural perspectives; The origins of the scientific approach; Psychometric approach - general intelligence – the g-factor – Multifactor theories of intelligence; Psychometric Approach – measuring individual differences - Intelligence test construction – Laboratory research on the speed factor; Information processing; Biological approach – a variety of biological approaches – the genetic influences on intelligence; Cognitive approach –cognitive revolution - modeling intelligence processes; Newer theories of intelligence (Sternberg's triarchic theory; Gardner's theory of multiple intelligences; social and emotional intelligence); The future of the intelligence construct.	
EXPECTED LEARNING OUTCOMES	
By the end of the course, students will be able to:	
- define the concept of intelligence, as well as describe and compare the main theories;	
- compare different approaches to the intelligence construct;	

- discuss the issues concerning construct research and measurement;
- draw a comparison between classical and contemporary theories of intelligence;
- predict and discuss the future of the intelligence construct

WAYS IN WHICH THE COURSE IS DELIVERED (mark with 'X')

Lectures	Seminars	Practical work	Independent work
x	x		x
Fieldwork	Laboratory work	Mentoring	Other
		x	

II. COURSE EVALUATION AND GRADING CRITERIA

ASSESSMENT COMPONENT	ECTS CREDIT ALLOCATION	MAXIMUM POINTS (% OF TOTAL)
Class attendance	2	/
Class participation	/	/
Project-based assessment	0,25	30
Continuous assessment	0,50	40
Final exam	0,25	30
Other	/	/
TOTAL	3	100

Final grades will be determined as follows:

GRADE	UNDEGRADUATE AND GRADUATE PROGRAMMES
5 (A)	90 – 100 % points
4 (B)	75 – 89.9 % points
3 (C)	60 – 74.9 % points
2 (D)	50 – 59.9 % points
1 (F)	0 – 49.9 % points

III. READING

MANDATORY READING

1. Hunt, E. (2011). *Human intelligence*. Cambridge University Press.
2. Zarevski, P. (2012). *Struktura i priroda inteligencije*. Naklada Slap. Jastrebarsko.
3. Gardner, H., Kornhaber, M.L. & Wake, W.K. (1999.) *Inteligencija: Različita gledišta*. Naklada Slap. Jastrebarsko.

RECOMMENDED FURTHER READING

1. Sternberg. R.J (Ur.) (2020). *The Cambridge handbook of human intelligence*. Cambridge University Press.

IV. ADDITIONAL INFORMATION

ATTENDANCE

Attendance is mandatory. Students are allowed to miss no more than 30% of all classes without penalty.

WAYS IN WHICH STUDENTS WILL BE NOTIFIED ABOUT THIS COURSE

All relevant information regarding classes and student obligations will be announced on the e-class in the Merlin system and via e-email.

WAYS IN WHICH STUDENTS CAN COMMUNICATE WITH COURSE INSTRUCTORS

The teacher can be contacted in the office during the office hours or by e-mail.

INFORMATION ABOUT THE FINAL EXAM

Oral exam.

OTHER RELEVANT INFORMATION	
Academic honesty Any use of texts or other types of work by another author, as well as the use of ChatGPT or other tools whose function is based on AI technology, without a clear and unambiguous citation of the source is considered a violation of academic integrity principles, and is a serious offence regulated by the Ordinance on Student Responsibilities.	
EXAM DATES	
Winter	/
Summer	10 th and 24 th of June
Autumn	27 th of August and 10 th of September
V. COURSE OUTLINE (optional)	
DATE	TOPIC
Week 1	Introduction and presentation of course content; Presentation of seminars
Week 2	Historical and cultural points of view, origin of scientific point of view; proposals for seminar topics
Week 3	The beginning of scientific research on intelligence; Scientific research on intelligence in psychology
Week 4	Psychometric approach: general intelligence; g-factor
Week 5	Multifactor theories of intelligence; (Non)hierarchical theories of intelligence
Week 6	Presentation of seminar papers 1
Week 7	Presentation of seminar papers 2
Week 8	Psychometric approach: examination of individual differences - construction of intelligence tests; laboratory studies of information processing speed
Week 9	Presentation of seminar papers 3
Week 10	Biological and cognitive approach
Week 11	Newer theories of intelligence; Predictive value of intelligence; The future of the construct of intelligence
Week 12	Presentation of seminar papers 4
Week 13	Mid-term exam
Week 14	Presentation of seminar papers 5
Week 15	Integration of course material

VI. CONSTRUCTIVE ALIGNMENT

LEARNING OUTCOMES	CONTENT	TEACHING AND LEARNING ACTIVITIES	ASSESSMENT TASKS
Define the term intelligence and describe and compare the main theories	Historical and cultural viewpoints, Origins of the scientific viewpoint, Psychometric approach - General intelligence - g-factor - Multifactor theories of intelligence	Lectures, seminar papers	evaluation of seminar papers, objective and essay-type questions on the written exam
Compare different approaches to the study of intelligence	Psychometric approach - Examination of individual differences - Laboratory studies of information processing speed, Biological approach - Diversity of biological approaches - Genetic influences on intelligence, Cognitive approach	Lectures, seminar papers	evaluation of seminar papers, objective-type questions on the exam, essay-type questions on the oral exam
Explain problems in research and measurement of the construct	Construction of intelligence tests	Lectures, seminar papers, analysis of scientific work	evaluation of seminar papers, evaluation of the analysis of scientific work, essay-type questions on the exam
Compare classic and recent theories of intelligence	General intelligence - g-factor - Multifactor theories of intelligence, Newer theories of intelligence - Sternberg's triarchic theory, Gardner's theory of multiple intelligences	Lectures, seminar papers	evaluation of seminar papers, objective and essay-type assignments on the exam
Assess and comment on the future of the construct of intelligence	The future of the construct of intelligence	Lectures, discussion	essay-type questions on the exam



SYLLABUS

KEY INFORMATION ABOUT THE COURSE	
Course title	Introduction to work psychology
Study programme	Psychology
Semester	Winter
Academic year	2024-2025.
ECTS credits	3
Contact hours (Lectures + Seminars + Practical work)	30+0+15
Time and venue of classes	it will be announced
Language of instruction	English
Course instructor	Nada Krapić
Office number	363
Office hours	to be confirmed
Phone	00385 51 265 763
Email	nkrapic@uniri.hr
I. DETAILED COURSE DESCRIPTION	
COURSE OVERVIEW	
The aim of the course is to provide an overview of the history of work and organizational psychology, main research methods in the fields, and the relationship between work environment, intelligence, personality, motivation, vocational interests and work behaviour. Course content: 1. Introduction 2. History of work and organizational psychology 3. Research methods in work and organizational psychology 4. Measurement in work and organizational psychology 5. Work environment and work behaviours 6. Intelligence and work behaviours 7. Personality and work behaviours 8. Motivation and work behaviours 9. Vocational interests and work behaviours	
EXPECTED LEARNING OUTCOMES	

By the end of this course, it is expected that students will be able to:

1. describe and compare different historical periods and main scientist and their contributions in development of work and organizational psychology
2. describe the different research methods in work and organizational psychology and known when there apply
3. describe the relationship between work environment and work behaviour
4. describe the relationship between intelligence, personality, motivation and vocational interests and work behaviour

WAYS IN WHICH THE COURSE IS DELIVERED (mark with 'X')

Lectures	Seminars	Practical work	Independent work
x			x
Fieldwork	Laboratory work	Mentoring	Other: consultations
			x

II. COURSE EVALUATION AND GRADING CRITERIA

ASSESSMENT COMPONENT	ECTS CREDIT ALLOCATION	MAXIMUM POINTS (% OF TOTAL)
Lectures	0.4	13
Independent work	0.5	17
Consultations	0.6	20
Final exam	1.5	50
TOTAL	3	100

Final grades will be determined as follows:

GRADE	UNDEGRADUATE AND GRADUATE PROGRAMMES
5 (A)	90 – 100 % points
4 (B)	75 – 89.9 % points
3 (C)	60 – 74.9 % points
2 (D)	50 – 59.9 % points
1 (F)	0 – 49.9 % points

III. READING

MANDATORY READING

1. Anderson, N., Ones, D.S., Sinangil, H.K., & Viswesvaran, C. (Eds.). (2001). Handbook of industrial, work & organizational psychology: Volume 1: Personnel psychology. Sage.
2. Borman, W.C., Ilgen, D.R., & Klimoski, R.J. (2003). Industrial and organizational psychology. Wiley.

RECOMMENDED FURTHER READING

1. Cook, M. (2008). Personnel Selection. Wiley.
2. Spector, P.E. (2016). Industrial & Organizational Psychology. Wiley.
3. Barrick, M., & Ryan, A.M. (2003). Personality and Work: Reconsidering the Role of Personality in Organizations. Pfeiffer.
4. Vroom, V.H. (1994). Work and Motivation. Jossey-Bass.
5. Stone, R.J. (2018). Human Resource Management. Wiley.

IV. ADDITIONAL INFORMATION

ATTENDANCE

Attendance is mandatory. Students are allowed to miss no more than 30% of all classes without penalty.

WAYS IN WHICH STUDENTS WILL BE NOTIFIED ABOUT THIS COURSE

WAYS IN WHICH STUDENTS CAN COMMUNICATE WITH COURSE INSTRUCTORS

Informing students will be done orally, via the bulletin board and via e-mail.

INFORMATION ABOUT THE FINAL EXAM

OTHER RELEVANT INFORMATION

Academic honesty

Any use of texts or other types of work by another author, as well as the use of ChatGPT or other tools whose function

is based on AI technology, without a clear and unambiguous citation of the source is considered a violation of academic integrity principles, and is a serious offence regulated by the Ordinance on Student Responsibilities.

EXAM DATES

Winter	to be confirmed
Summer	to be confirmed
Autumn	to be confirmed

V. COURSE OUTLINE

DATE	TOPIC
Week 1	Introduction
Week 2	History of work and organizational psychology
Week 3	Research methods in work and organizational psychology
Week 4	Measurement in work and organizational psychology
Week 5	Work environment and work behaviours
Week 6	continuation of the topic
Week 7	Intelligence and work behaviours
Week 8	Personality and work behaviours
Week 9	continuation of the topic
Week 10	Motivation and work behaviours
Week 11	continuation of the topic
Week 12	Vocational interests and work behaviours
Week 13	continuation of the topic
Week 14	Conclusion about presented topics
Week 15	knowledge test

VI. CONSTRUCTIVE ALIGNMENT

LEARNING OUTCOMES	CONTENT	TEACHING AND LEARNING ACTIVITIES	ASSESSMENT TASKS
Describe and explain the core areas of the discipline.	Introduction	lecture, discussion	Objective and essay type of tasks on the exam.
Describe and explain the historical development of work and organizational psychology,	History of work and organizational psychology	lecture, discussion	Objective and essay type of tasks on the exam.
Describe and explain the basic research methods in the field of work and organizational psychology.	Research methods in work and organizational psychology	lecture, discussion	Objective and essay type of tasks on the exam.
Describe and explain the the main measuring instruments.	Measurement in work and organizational psychology	lecture, discussion, independent work or seminar	Objective and essay type of tasks on the exam and evaluation of the independent work or seminar.
Describe and explain the relationship between personality traits and work behaviour.	Work environment and work behaviours	lecture, discussion, independent work or seminar	Objective and essay type of tasks on the exam and evaluation of the independent work or seminar.
Describe and explain the relationship between different types of aptitude and work behaviour.	Intelligence and work behaviours	lecture, discussion, independent work or seminar	Objective and essay type of tasks on the exam and evaluation of the independent work or seminar.
Describe and explain the relationship between personality traits and work behaviour.	Personality and work behaviours	lecture, discussion, independent work or seminar	Objective and essay type of tasks on the exam and evaluation of the independent work or seminar.
Describe basic motivation theories that seek to explain individual differences in work behaviour.	Motivation and work behaviours	lecture, discussion, independent work or seminar	Objective and essay type of tasks on the exam and evaluation of the independent work or seminar.
Describe and explain the relationship between vocational interests and work behaviour.	Vocational interests and work behaviours	lecture, discussion, independent work or seminar	Objective and essay type of tasks on the exam and evaluation of the independent work or seminar.
Describe and explain some implications of the adopted content.	Conclusion about presented topics	discussion	Objective and essay type of tasks on the exam.



SYLLABUS

KEY INFORMATION ABOUT THE COURSE	
Course title	Psychological schools and systems
Study programme	Psychology
Semester	Summer
Academic year	2024-2025.
ECTS credits	3
Contact hours (Lectures + Seminars + Practical work)	30+0+0
Time and venue of classes	it will be announced
Language of instruction	English
Course instructor	Nada Krapić
Office number	363
Office hours	to be confirmed
Phone	00385 51 265 763
Email	nkrapic@uniri.hr
I. DETAILED COURSE DESCRIPTION	
COURSE OVERVIEW	
<p>The aim of the course is to provide an overview of the main psychological school and systems. We will trace roots since the founding psychology as scientific discipline to the present day. We will also present the work and contributions of important psychologist.</p> <p>Course content:</p> <ol style="list-style-type: none">1 Introduction: voluntarism, structuralism, and other early approaches to psychology2 Gestalt psychology3 Psychoanalysis4 Functionalism5 Behaviorism6 Neobehaviorism7 Humanistic psychology8 Psychobiology9 Cognitive psychology	

10 Contemporary psychology

EXPECTED LEARNING OUTCOMES

By the end of this course, it is expected that students will be able to:

1. describe and compare the major psychological schools and systems
2. describe and compare psychological ideas and contributions of the scientist important for each psychological systems
3. describe how the ideas of different systems was influenced on development of psychology

WAYS IN WHICH THE COURSE IS DELIVERED (mark with 'X')

Lectures	Seminars	Practical work	Independent work
x			x
Fieldwork	Laboratory work	Mentoring	Other: consultations
			x

II. COURSE EVALUATION AND GRADING CRITERIA

ASSESSMENT COMPONENT	ECTS CREDIT ALLOCATION	MAXIMUM POINTS (% OF TOTAL)
Lectures	0.4	13
Independent work	0.5	17
Consultations	0.6	20
Final exam	1.5	50
TOTAL	3.0	100

Final grades will be determined as follows:

GRADE	UNDEGRADUATE AND GRADUATE PROGRAMMES
5 (A)	90 – 100 % points
4 (B)	75 – 89.9 % points
3 (C)	60 – 74.9 % points
2 (D)	50 – 59.9 % points
1 (F)	0 – 49.9 % points

III. READING

MANDATORY READING

1. Hergenhahn, B.R. (2013). An introduction to the history of psychology. Belmont, CA: Wadsworth./Thomson Learning.

RECOMMENDED FURTHER READING

- 1 Thorne, B.M., Henley, T.B. (2013). Connections in the history and systems of psychology. New York: Houghton Mifflin Company.
- 2 Madsen, K.B. (1988). A history of psychology in metascientific perspective. Amsterdam: Nort-Holland.
- 3 Benjamin, L.T. (2008). A history of psychology: Original sources and contemporary research. 3.rd edition, Hoboken: Wiley.
- 4 Smith, N.W. (2001). Current systems in Psychology: History, theory, research and applications. Belmont, CA: Wadsworth./Thomson Learning.

IV. ADDITIONAL INFORMATION

ATTENDANCE

Attendance is mandatory. Students are allowed to miss no more than 30% of all classes without penalty.

WAYS IN WHICH STUDENTS WILL BE NOTIFIED ABOUT THIS COURSE

WAYS IN WHICH STUDENTS CAN COMMUNICATE WITH COURSE INSTRUCTORS

Students will be informed orally, through the bulletin board and via e-mail.

INFORMATION ABOUT THE FINAL EXAM

OTHER RELEVANT INFORMATION

Academic honesty

Any use of texts or other types of work by another author, as well as the use of ChatGPT or other tools whose function is based on AI technology, without a clear and unambiguous citation of the source is considered a violation of academic integrity principles, and is a serious offence regulated by the Ordinance on Student Responsibilities.

EXAM DATES

Winter	
Summer	to be confirmed
Autumn	to be confirmed

V. COURSE OUTLINE

DATE	TOPIC
Week 1	Introduction: voluntarism, structuralism, and other early approaches to psychology
Week 2	Gestalt psychology
Week 3	Psychoanalysis
Week 4	Functionalism
Week 5	Behaviorism
Week 6	Neobehaviorism
Week 7	Humanistic psychology
Week 8	Psychobiology
Week 9	Cognitive psychology
Week 10	Contemporary psychology
Week 11	BBC documentary film - The Brain: A secret history
Week 12	independent work or seminar presentation
Week 13	independent work or seminar presentation
Week 14	independent work or seminar presentation
Week 15	knowledge test

VI. CONSTRUCTIVE ALIGNMENT

LEARNING OUTCOMES	CONTENT	TEACHING AND LEARNING ACTIVITIES	ASSESSMENT TASKS
Describe and explain the metatheoretical scheme to compare different psychological systems.	Introduction: voluntarism, structuralism, and other early approaches to psychology	lecture, discussion	Objective and essay type of tasks on the knowledge test.
Describe the system and contribution of its representatives, explain the influence and compare with other systems.	Gestalt psychology	lecture, discussion	Objective and essay type of tasks on the knowledge test.
Describe the system and contribution of its representatives, explain the influence and compare with other systems.	Psychoanalysis	lecture, discussion	Objective and essay type of tasks on the knowledge test.
Describe the system and contribution of its representatives, explain the influence and compare with other systems.	Functionalism	lecture, discussion	Objective and essay type of tasks on the knowledge test.
Describe the system and contribution of its representatives, explain the influence and compare with other systems.	Behaviorism	lecture, discussion	Objective and essay type of tasks on the knowledge test.
Describe the system and contribution of its representatives, explain the influence and compare with other systems.	Neobehaviorism	lecture, discussion	Objective and essay type of tasks on the knowledge test.
Describe the system and contribution of its representatives, explain the influence and compare with other systems.	Humanistic psychology	lecture, discussion	Objective and essay type of tasks on the knowledge test.
Describe the system and contribution of its representatives, explain the influence and compare with other systems.	Psychobiology	lecture, discussion	Objective and essay type of tasks on the knowledge test.
Describe the system and contribution of its representatives, explain the influence and compare with other	Cognitive psychology	lecture, discussion	Objective and essay type of tasks on the knowledge test.

systems.			
Describe the system and contribution of its representatives, explain the influence and compare with other systems.	Contemporary psychology	lecture, discussion	Objective and essay type of tasks on the knowledge test.
Describe some of the ethical problems and specify possible forms of prevention.	Documentary film - The Brain: A secret history	demonstration, discussion	Objective and essay type of tasks on the knowledge test.
Development of critical thinking.	Presentation of independent work or seminar	independent work or seminar	Evaluation of the independent work and seminars.



SYLLABUS

KEY INFORMATION ABOUT THE COURSE	
Course title	Psychology in marketing
Study programme	Psychology
Semester	Summer
Academic year	2024-2025.
ECTS credits	3
Contact hours (Lectures + Seminars + Practical work)	30+0+15
Time and venue of classes	it will be announced
Language of instruction	English
Course instructor	Nada Krapić
Office number	363
Office hours	to be confirmed
Phone	00385 51 265 763
Email	nkrapic@uniri.hr
I. DETAILED COURSE DESCRIPTION	
COURSE OVERVIEW	
<p>The aim of the course is to provide an overview of the theory and practice in the field of marketing and consumer behaviour or apply psychological knowledge in marketing management. That includes basic information about marketing, and information about external and internal influences on consumer behaviour.</p> <p>Course content:</p> <ol style="list-style-type: none">1. Introduction to basic concepts of marketing management2. Models of consumer behaviour3. External determinants of consumption: demographic, cultural development and other processes4. Internal determinants of consumption: personality, cognitive processes, motivation, attitudes and lifestyles5. Processes after consumptions6. Marketing metrics and research7. Online marketing	
EXPECTED LEARNING OUTCOMES	

By the end of this course, it is expected that students will be able to:

1. describe the key terms, concepts and theories of marketing management and consumer behaviour
2. understanding and predicting consumer behaviour by integrating psychological theories
3. develop a skill set for outlining consumer segmentation and integrating this into marketing plans
4. apply consumer behaviour concepts to real world marketing problems and develop better marketing programs and strategies
5. discuss about the advantages and disadvantages of the some interventions

WAYS IN WHICH THE COURSE IS DELIVERED (mark with 'X')

Lectures	Seminars	Practical work	Independent work
x			x
Fieldwork	Laboratory work	Mentoring	Other: consultations
			x

II. COURSE EVALUATION AND GRADING CRITERIA

ASSESSMENT COMPONENT	ECTS CREDIT ALLOCATION	MAXIMUM POINTS (% OF TOTAL)
Lectures	0.4	13
Independent work	0.5	17
Consultations	0.6	20
Final exam	1.5	50
TOTAL	3	100

Final grades will be determined as follows:

GRADE	UNDEGRADUATE AND GRADUATE PROGRAMMES
5 (A)	90 – 100 % points
4 (B)	75 – 89.9 % points
3 (C)	60 – 74.9 % points
2 (D)	50 – 59.9 % points
1 (F)	0 – 49.9 % points

III. READING

MANDATORY READING

1. Hoyer, W.D. & MacInnis, D.J. (2010). Consumer behavior. South-Western Cengage Learning.
2. Thomas, L. (2011). Online marketing. McGraw Hill.

RECOMMENDED FURTHER READING

1. Foxall, G., Goldsmith, R.E. & Brown, S. (2005). Consumer Psychology for Marketing. London: Thomson Learning.
2. Antonides, G. & van Raaij, F.W. (1999). Consumer Behaviour. A European Perspective. Wiley.
3. Saad, G. (2007). The evolutionary bases of consumption. Lawrence Erlbaum.
4. Kasser, T. & Kanner, A.D. (2003). Psychology and Consumer Culture: The Struggle for a Good Life in a Materialistic World. APA.
5. Kotler, P. (2016). Marketing management. 15th Ed. Prentice-Hall.

IV. ADDITIONAL INFORMATION

ATTENDANCE

Attendance is mandatory. Students are allowed to miss no more than 30% of all classes without penalty.

WAYS IN WHICH STUDENTS WILL BE NOTIFIED ABOUT THIS COURSE

WAYS IN WHICH STUDENTS CAN COMMUNICATE WITH COURSE INSTRUCTORS

Informing students will be done orally, via the bulletin board and via e-mail.

INFORMATION ABOUT THE FINAL EXAM

OTHER RELEVANT INFORMATION

Academic honesty

Any use of texts or other types of work by another author, as well as the use of ChatGPT or other tools whose function is based on AI technology, without a clear and unambiguous citation of the source is considered a violation of academic integrity principles, and is a serious offence regulated by the Ordinance on Student Responsibilities.

EXAM DATES

Winter	
Summer	to be confirmed
Autumn	to be confirmed

V. COURSE OUTLINE

DATE	TOPIC
Week 1	Introduction to basic concepts of marketing management
Week 2	Models of consumer behaviour
Week 3	External determinants of consumption: demographic, cultural development and other processes
Week 4	continuation of the topic
Week 5	Internal determinants of consumption: personality
Week 6	Internal determinants of consumption: cognitive processes
Week 7	Internal determinants of consumption: motivation
Week 8	Internal determinants of consumption: attitudes and lifestyles
Week 9	Processes after consumptions
Week 10	Marketing metrics and research
Week 11	continuation of the topic
Week 12	Online marketing
Week 13	continuation of the topic
Week 14	Evaluation of marketing practices
Week 15	knowledge test

VI. CONSTRUCTIVE ALIGNMENT

LEARNING OUTCOMES	CONTENT	TEACHING AND LEARNING ACTIVITIES	ASSESSMENT TASKS
Describe and explain the basic concepts of marketing management.	Introduction to basic concepts of marketing management	lecture, discussion	Objective and essay type of tasks on the exam.
Describe and explain the main models of consumer behaviour.	Models of consumer behaviour	lecture, discussion	Objective and essay type of tasks on the exam.
Describe and explain the connection between demographic and cultural changes and consumption.	External determinants of consumption: demographic, cultural development and other processes	lecture, discussion	Objective and essay type of tasks on the exam.
Describe and explain the connection between personality traits and consumption.	Internal determinants of consumption: personality	lecture, discussion	Objective and essay type of tasks on the exam.
Describe and explain the relationship between basic cognitive processes and consumer behaviour.	Internal determinants of consumption: cognitive processes	lecture, discussion	Objective and essay type of tasks on the exam.
Describe and explain the connection between motivation and consumer behaviour.	Internal determinants of consumption: motivation	lecture, discussion	Objective and essay type of tasks on the exam.

Describe and explain the connection between attitudes and lifestyles and consumer behaviour.	Internal determinants of consumption: attitudes and lifestyles	lecture, discussion	Objective and essay type of tasks on the exam.
Describe and explain the processes after consumption.	Processes after consumptions	lecture, discussion	Objective and essay type of tasks on the exam.
Describe and explain the main consumer behavior research methods, types of research and ethical issues.	Marketing metrics and research	lecture, discussion	Objective and essay type of tasks on the exam.
Describe and explain the main processes of online marketing.	Online marketing	lecture, discussion	Objective and essay type of tasks on the exam.
Development of critical thinking.	Evaluation of marketing practices	independent work or seminar	Evaluation of the independent work and seminars.



SYLLABUS

KEY INFORMATION ABOUT THE COURSE	
Course title	Psychology of human resource management
Study programme	Psychology
Semester	Summer
Academic year	2024-2025.
ECTS credits	3
Contact hours (Lectures + Seminars + Practical work)	30+0+15
Time and venue of classes	it will be announced
Language of instruction	English
Course instructor	Nada Krapić
Office number	363
Office hours	to be confirmed
Phone	00385 51 265 763
Email	nkrapic@uniri.hr
I. DETAILED COURSE DESCRIPTION	
COURSE OVERVIEW	
<p>The aim of the course is to provide an overview of the theory and practice in the field of human resource management (HRM). That includes information about strategic HRM, information systems, planning, recruitment, selection and staff retention, and information about performance, satisfaction and human relations management also.</p> <p>Course content:</p> <ol style="list-style-type: none">1. Introduction to human resource management2. Strategic human resource management3. Human resource information systems4. Human resource planning5. Recruitment, selection and staff retention6. Individual and team performance management7. Rewarding, learning and career development8. Human relations management9. Health, safety and welfare	

10. Evaluation of human resource management practices

EXPECTED LEARNING OUTCOMES

- By the end of this course, it is expected that students will be able to:
1. describe the main psychological activities in HRM
 2. understand how theory and research are applied in HRM practice
 3. know how to implement the main intervention in the practice
 4. discuss about the advantages and disadvantages of the some interventions

WAYS IN WHICH THE COURSE IS DELIVERED (mark with 'X')

Lectures	Seminars	Practical work	Independent work
x			x
Fieldwork	Laboratory work	Mentoring	Other: consultations
			x

II. COURSE EVALUATION AND GRADING CRITERIA

ASSESSMENT COMPONENT	ECTS CREDIT ALLOCATION	MAXIMUM POINTS (% OF TOTAL)
Lectures	0.4	13
Independent work	0.5	17
Consultations	0.6	20
Final exam	1.5	50
TOTAL	3	100

Final grades will be determined as follows:

GRADE	UNDEGRADUATE AND GRADUATE PROGRAMMES
5 (A)	90 – 100 % points
4 (B)	75 – 89.9 % points
3 (C)	60 – 74.9 % points
2 (D)	50 – 59.9 % points
1 (F)	0 – 49.9 % points

III. READING

MANDATORY READING

1. Torrington, D., Taylor, S., Hall, L. (2007). Human resource management. Prentice Hall.

RECOMMENDED FURTHER READING

1. Noe, R.A., Hollenbeck J.R., Gerhart, B. & Wright P.M. (2018). Human resource management. McGraw-Hill Education.
2. Stone R.J. (2018). Human resource management. Wiley.
3. Cascio, W.F., Aguinis, H. (2010). Applied psychology in human resource management. Pearson.
4. Dessler, G. (2004). Human resource management. NY: Prentice Hall.
5. Aguinis, H. (2008). Performance management. NY: Prentice Hall.
6. Ployhart, R.E., Schneider, B.I. & Schmitt, N. (2005). Staffing organizations: Contemporary practice and theory. Lawrence Erlbaum Associates.

IV. ADDITIONAL INFORMATION

ATTENDANCE

Attendance is mandatory. Students are allowed to miss no more than 30% of all classes without penalty.

WAYS IN WHICH STUDENTS WILL BE NOTIFIED ABOUT THIS COURSE

WAYS IN WHICH STUDENTS CAN COMMUNICATE WITH COURSE INSTRUCTORS

Informing students will be done orally, via the bulletin board and via e-mail.

INFORMATION ABOUT THE FINAL EXAM**OTHER RELEVANT INFORMATION****Academic honesty**

Any use of texts or other types of work by another author, as well as the use of ChatGPT or other tools whose function is based on AI technology, without a clear and unambiguous citation of the source is considered a violation of academic integrity principles, and is a serious offence regulated by the Ordinance on Student Responsibilities.

EXAM DATES

Winter	
Summer	to be confirmed
Autumn	to be confirmed

V. COURSE OUTLINE

DATE	TOPIC
Week 1	Introduction to human resource management
Week 2	Strategic human resource management
Week 3	Human resource information systems
Week 4	Human resource planning
Week 5	continuation of the topic
Week 6	Recruitment, selection and staff retention
Week 7	continuation of the topic
Week 8	Individual and team performance management
Week 9	continuation of the topic
Week 10	Rewarding, learning and career development
Week 11	continuation of the topic
Week 12	Human relations management
Week 13	Health, safety and welfare
Week 14	Evaluation of human resource management practices
Week 15	knowledge test

VI. CONSTRUCTIVE ALIGNMENT

LEARNING OUTCOMES	CONTENT	TEACHING AND LEARNING ACTIVITIES	ASSESSMENT TASKS
Describe and explain the core areas of the discipline.	Introduction to human resource management	lecture, discussion	Objective and essay type of tasks on the exam.
Describe and explain the strategic management of human resources.	Strategic human resource management	lecture, discussion	Objective and essay type of tasks on the exam.
Describe and explain the human resource information systems.	Human resource information systems	lecture, discussion, practical work	Objective and essay type of tasks on the exam and evaluation of the practical work.
Describe and explain the human resource planning.	Human resource planning	lecture, discussion, practical work	Objective and essay type of tasks on the exam and evaluation of

			the practical work.
Describe and explain the recruitment, selection and staff retention.	Recruitment, selection and staff retention	lecture, discussion, practical work	Objective and essay type of tasks on the exam and evaluation of the practical work.
Describe and explain the individual and team performance management.	Individual and team performance management	lecture, discussion, practical work	Objective and essay type of tasks on the exam and evaluation of the practical work.
Describe and explain the rewarding, learning and career development.	Rewarding, learning and career development	lecture, discussion, practical work	Objective and essay type of tasks on the exam and evaluation of the practical work.
Describe and explain the management of human relations.	Human relations management	lecture, discussion	Objective and essay type of tasks on the exam.
Describe and explain the management of employee welfare.	Health, safety and welfare	lecture, discussion	Objective and essay type of tasks on the exam.
Describe and explain the evaluation procedures of human resource management.	Evaluation of human resource management practices	lecture, discussion	Objective and essay type of tasks on the exam.



SYLLABUS

KEY INFORMATION ABOUT THE COURSE	
Course title	Work psychology
Study programme	Psychology
Semester	Winter
Academic year	2024-2025.
ECTS credits	4
Contact hours (Lectures + Seminars + Practical work)	30+10+0
Time and venue of classes	it will be announced
Language of instruction	English
Course instructor	Nada Krapić
Office number	363
Office hours	to be confirmed
Phone	00385 51 265 763
Email	nkrapic@uniri.hr
I. DETAILED COURSE DESCRIPTION	
COURSE OVERVIEW	
The aim of the course is to provide an overview of the main psychological activities in work psychology. That includes vocational guidance, work analysis, selection, performance appraisal and utility analysis. Course content: 1. Introduction to fundamental processes in work psychology 2. Vocational guidance 3. Work analysis 4. Selection methods and decisions 5. Performance appraisal 6. Utility analysis	
EXPECTED LEARNING OUTCOMES	

By the end of this course, it is expected that students will be able to:

1. describe the main psychological activities in work psychology
2. understand how theory and research are applied to work setting
3. know how to implement this main activities in the practice
4. discuss about the advantages and disadvantages of the some interventions

WAYS IN WHICH THE COURSE IS DELIVERED (mark with 'X')

Lectures	Seminars	Practical work	Independent work
x			x
Fieldwork	Laboratory work	Mentoring	Other: consultations
			x

II. COURSE EVALUATION AND GRADING CRITERIA

ASSESSMENT COMPONENT	ECTS CREDIT ALLOCATION	MAXIMUM POINTS (% OF TOTAL)
Lectures	0.4	10
Independent work	1.0	25
Consultations	0.6	15
Final exam	2.0	50
TOTAL	4	100

Final grades will be determined as follows:

GRADE	UNDEGRADUATE AND GRADUATE PROGRAMMES
5 (A)	90 – 100 % points
4 (B)	75 – 89.9 % points
3 (C)	60 – 74.9 % points
2 (D)	50 – 59.9 % points
1 (F)	0 – 49.9 % points

III. READING

MANDATORY READING

1. Borman, W.C., Ilgen, D. R., & Klimoski, R. J. (2003). Industrial and organizational psychology. Wiley.
2. Brown, S.D., & Lent, R.W. (2013). Career development and counseling. John Wiley and Sons, Inc.

RECOMMENDED FURTHER READING

1. Anderson, N., Ones, D.S., Sinangil, H.K., & Viswesvaran, C. (Eds.). (2001). Handbook of industrial, work & organizational psychology: Volume 1: Personnel psychology. Sage.
2. Brannick, M.T., Levine, E.L, & Morgeson, F.P. (2007). Job and Work Analysis: Methods, Research, and Applications for Human Resource Management. Sage.
3. Brannick, M.T., Salas, E., & Prince, C.W. (1997). Team Performance Assessment and Measurement: Theory, Methods, and Applications. Lawrence Erlbaum.
4. Ployhart, R.E., Schneider, B., & Schmitt, N. (2005). Staffing Organizations: Contemporary Practice and Theory. Lawrence Erlbaum.
5. Arne Evers, A., Anderson, N., & Smit-Voskuil, O. (2005). The Blackwell Handbook of Personnel Selection. Wiley.

IV. ADDITIONAL INFORMATION

ATTENDANCE

Attendance is mandatory. Students are allowed to miss no more than 30% of all classes without penalty.

WAYS IN WHICH STUDENTS WILL BE NOTIFIED ABOUT THIS COURSE

WAYS IN WHICH STUDENTS CAN COMMUNICATE WITH COURSE INSTRUCTORS

Informing students will be done orally, via the bulletin board and via e-mail.

INFORMATION ABOUT THE FINAL EXAM

OTHER RELEVANT INFORMATION	
Academic honesty Any use of texts or other types of work by another author, as well as the use of ChatGPT or other tools whose function is based on AI technology, without a clear and unambiguous citation of the source is considered a violation of academic integrity principles, and is a serious offence regulated by the Ordinance on Student Responsibilities.	
EXAM DATES	
Winter	to be confirmed
Summer	to be confirmed
Autumn supplementary	to be confirmed
V. COURSE OUTLINE	
DATE	TOPIC
Week 1	Introduction to fundamental processes in work psychology
Week 2	continuation of the topic
Week 3	Vocational guidance
Week 4	continuation of the topic
Week 5	Work analysis
Week 6	continuation of the topic
Week 7	Selection methods and decisions
Week 8	continuation of the topic
Week 9	Performance appraisal
Week 10	continuation of the topic
Week 11	Utility analysis
Week 12	continuation of the topic
Week 13	Presentation of individual work or seminar
Week 14	Evaluation of work and organizational practices
Week 15	knowledge test

VI. CONSTRUCTIVE ALIGNMENT

LEARNING OUTCOMES	CONTENT	TEACHING AND LEARNING ACTIVITIES	ASSESSMENT TASKS
Describe and explain the fundamental processes in work psychology.	Introduction to fundamental processes in work psychology	lecture, discussion	Objective and essay type of tasks on the exam.
Describe and explain the main theoretical knowledge related to vocational counseling.	Vocational guidance	lecture, discussion	Objective and essay type of tasks on the exam.
Describe and explain the main theoretical knowledge related to work analysis counseling.	Work analysis	lecture, discussion	Objective and essay type of tasks on the exam.
Describe and explain the main theoretical knowledge related to employee selection.	Selection methods and decisions	lecture, discussion	Objective and essay type of tasks on the exam.
Describe and explain the main theoretical knowledge related to performance appraisal.	Performance appraisal	lecture, discussion	Objective and essay type of tasks on the exam.
Describe and explain the main theoretical knowledge related to utility analysis.	Utility analysis	lecture, discussion	Objective and essay type of tasks on the exam.
Describe and explain the application of acquired knowledge in your own work.	Presentation of individual work or seminar	practical work or seminar	Evaluation of the practical work or seminar.
Describe and explain some methods of evaluation of organizational practices.	Evaluation of work and organizational practices	lecture, discussion	Objective and essay type of tasks on the exam.