



UNIVERSIDAD CENTRAL DE NICARAGUA
INTERNATIONAL SCHOOL OF PSYCHOLOGY

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Curriculum MA in Psychology with a focus in

- 1. Neuro Linguistic Psychology (NLPsy)**
- 2. Coaching Psychology (CP)**
- 3. Business Psychology (I/O)**
- or 4. Psychotherapy and Health (P/H)**

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Table of Contents	Page
1. Mission and Vision of the degree course	3
2. The 5 Pillars of the degree course	5
3. Master level and Dublin Descriptors	6
4. Overview of the areas of Credit Points	8
4.1 ECTS table for the 5 areas of study activities	8
4.2 Flow chart of the semesters of the studies.....	11
4.3 List of all courses in all areas	12
5. Courses in Coaching & NLP for study motivation and success	16
6. Courses in Advanced Psychology knowledge	25
7. Courses in the Areas of Specialisation	30
7.1 Neuro Linguistic Psychology (NLPsy)	30
7.2 Coaching Psychology (CP)	40
7.3 Business Psychology (I/O).....	46
7.4 Psychotherapy and Health (P/H)	50
7.5 Study relevant trainings, experiences and articles	58
8. Courses in Research Methodology	59
9. Research Implementation and Master Thesis	62
10. Appendix: Bachelor level as part of 10 semesters Master	63

1. Mission and Vision of the degree course

“Study practice-oriented and with enthusiasm”

Studying can be a source of inspiration.

Studying can be rooted in the enthusiasm for the development of applicable scientific knowledge. The central issue for the success of sustainable learning processes is to keep up the motivation of the students on a very high level. Neuro Science found out that learning is much easier, faster and with significant better long-term effect when someone is highly motivated. Therefore, we use motivational techniques of Neuro Linguistic Psychology (NLP) and Coaching to support the motivation of our students. At the beginning we use coaching with NLP interventions like e.g. the Disney strategy, NLP-SMART, NLP Heroes' Journey and a Vision & Mission process to clear the motivation and the personal goals of the student. What are the deeper positive intentions of the student for studying? What are the unconscious supported useful applicable desired results and goals for studying? How can the student use mental pictures, wordings (supporting beliefs) and inner states to be in contact with his motivation during the whole studying process? What are the next steps to realise his potential by studying? We work out these motivational energies to support the enthusiasm and learning process throughout the whole study time. The eyes of the students may shine full of interest and enthusiasm. Studying should bring joy. Feelings of happiness derived from such a kind of studying are welcome.

On the basis of the students' motivation we ask the student to develop his research proposal. What would be his highly motivating dream to contribute to the scientific field of knowledge? How can he formulate a research question and his hypothesis on this foundation? What is the scientific state of field regarding his research question? What could be a promising scientific approach and what methods could be useful? Does he know experts for his research question whom he could interview (qualitative interview)? What could be the practical implementations and results of his research? How could this support his future career?

Being scientifically active, questioning established opinions, exploring ideas, constructing new hypotheses, to test and validate the latter, to conquer basic knowledge, to discuss scientific issues with colleges, to develop research questions, to carry out surveys, to conduct studies, and evaluate them, to come to useful reliable results, to influence existing practice, to explore best and next practice, to promote the development of the civilization process and to engage in the improvement of life conditions and communication of human beings can be a rich and satisfying reward.

The evaluated motivational power combined with the deep research interest helps the student a lot to approach and to learn on this basis practical orientated and with enthusiasm psychological knowledge in the areas of: advanced psychological knowledge, special application of psychology and research methodology. Students need to develop their fundamental interests and willingness to engage in a scientific quest. Supporting students on this quest and encouraging them to study with heart and mind, is our mission and vision.

Through our expertise in Coaching we support our students by accompanying coaching throughout their studying process. We are highly trained as coaches and Master Coach Trainer, train, qualify and accredit other coaches, are cofounder and part of the board of directors of the International Association of Coaching Institutes and co-organise the NLP & Coaching World Congresses. With our rich experience and expertise on the background of many decades of

coaching practice we can easily help our students to find and explore their deeper motivational energies and to channel them in a fruitful rewarding study process. Throughout their whole study time our students are supported by us with an excellent high level of Coaching. This is part of our unique approach of our studies. We use highly effective methods of applied Psychology to enrich the studying process of the content of Psychology professionally with supporting feelings of joy and happiness.

The presented study programs are offered for students from Nicaragua and all over the world. Since it is for some countries important to have different emphasis on special courses the curricula is developed very flexible to meet such requirements in close guidance with the University. Therefore, students from different countries can choose what is best for them in their country. The length of the study time is orientated on international standards with 2 years (4 semester) for a Masters degree, 3 years for a PhD and 5 years (10 semester) for the integrated Master Degree with an Licenciado included.

These study programs offer to study along a study accompanying research and are based on live long learning according to the Bologna idea, including the acceptance and integration of relevant experiences from outside the University that are in accordance with the scientific study outcome. The target group of these distant learning programs are students with professional experiences who wish to study parallel to their occupation in a study program that fits to their professional experience. This offers the opportunity that the learned content in the study program can be used at the same time in their professional life.

Our Vision

A world for everyone with excellent communication and applied Psychology.
Human potential development creates peace, justice and wisdom.

Our Mission

Develop your potential and find solutions for human challenges.
Study Psychology practical orientated with heart and mind.

2. The 5 Pillars of the degree course

The Curriculum MA in Psychology has 5 pillars.

1st pillar: Coaching regarding the study motivation and study process

Accompanying the whole study time, the students use high professional coaching for their motivation and the development of their achievements. In this way elements of the content of the studies are applied to the process of studying. Central variables for successful and effective communication, such as the NLP Disney Strategy, NLP SMART, Vision & Mission, meta-position, diversity of perspectives, resource orientation, behavioural flexibility, self-esteem, self-responsibility, rapport, empathy, respect, ecological questions, are subject of NLP and Coaching as applied Psychology. Coachings are possible individually, in groups, in supervised success teams (all online via Skype or live) and in special study orientated seminars.

2nd pillar: Advanced knowledge in psychology on Master level

Our students deepen their basic knowledge in psychology on Master level in the chosen area of their study specialisation. The following courses are possible to choose: General psychology, Communication & Interaction, Work- & Organizational psychology, Clinical psychology & Psychotherapy, Research methods, Social psychology, Developmental psychology, Neuroscience, Differential & Personality psychology, Philosophy of science and ethics. The chosen courses need to be relevant for the chosen area of specialisation and for the chosen research project. The discussion of the practice relevance and practical applicability of standard psychology study contents is always welcome.

3rd pillar: Areas of Specialisation in Psychology with NLP and Coaching

Our studies offer various areas of focus in the study fields of Psychology in: Neuro Linguistic Psychology (NLP), Coaching Psychology (CP), Business Psychology (I/O) and Psychotherapy & Health (P/H). In all areas of focus NLP as scientific Neuro Linguistic Psychology and Coaching are used as applied Psychology as part of the basic content of the degree courses and for supporting the study progress and success.

4th pillar: Practical experience in applied Psychology

We strongly recommend and support that our students achieve parts of the required learning outcomes in non-formal or informal contexts. Study relevant professional experiences, internships, congress participation, approved high quality sealed trainings in fields of applied psychology, e.g. NLP and Coaching, outside the academic studies, can be accepted as Credit Points through appropriate evaluation and assessment. Regarding the basic ideas of the Bologna Process, relevant experiences from outside the University that are in accordance with the scientific study outcome are welcome.

5th pillar: Research interest and research project

This study program is build on a deep interest in research and in a research project that guides the student through the whole study time. The research project is reflected on the eLearning-platform Moodle and we support the discussion with other students. It will also be the main subject of the coaching that accompanies his study. Students of our studies are invited to work on the development of their research project from the very first day of their study; however, the intensity varies as the study work progresses.

3. Master level and Dublin Descriptors

Dublin Descriptors

The Dublin Descriptors are interdisciplinary descriptions of requirements regarding academic degrees such as Bachelor, Master and Doctoral degrees. They were developed by the "Joint Quality Initiative" and confirmed on March 16th, 2002 by the so called "Amsterdam Consensus" and recommended within the Graz Convention of the European University Association (EUA) in May 29-31, 2003. On March 23rd, 2004 the Promotions-Descriptor was formulated too.

In Europe (including Turkey and Russia) 47 countries have signed the Bologna Declaration to establish the priorities for the European Higher Education Area until 2020. They highlighted in particular the importance of lifelong learning, widening access to higher education and mobility and agreed to implement student centered, outcome based and transparent higher educational Programmes on the basis of three sequential cycles: the Bachelor, the Master and the Doctorate. The Dublin Descriptors have been developed to facilitate this process. They are generic and independent of the fields of study, widely accepted and match the current European consensus.

The 5 inter-related dimensions and categories in which they define the learning outcomes to be achieved during each cycle are:

- Acquiring knowledge and understanding
- Applying knowledge and understanding
- Making informed judgments and choices
- Communicating knowledge and understanding
- Capacities to continue learning

The basic ideas of the European Bologna Process are also increasingly used by institutions in other continents. "In this project, which has now become a "Process" in itself, since it has been extended to a great number of subject areas and is in progress or being planned in many countries and all continents, several hundred academics and many thousands of test partners have collaborated to develop subject area guidelines and reference points, based on competences aligned with the Dublin Descriptors. These have been made widely available, so as to serve as a practical tool for programme design and delivery in any country." (Competences in Education and Recognition Project: "A Tuning Guide to Formulating Degree Programme Profiles", 2010, page 24)

You find the descriptions of the Master's degrees descriptors here, because we consider it to be important to understand how the international academic requirements have developed in the last years due to the close connection of these descriptors to the ECTS credit points system.

We have designed our degree courses so that they fulfil the requirements of these descriptors and the requirements of the laws in Nicaragua regarding University standards.

Master level study challenge and outcomes

The students get the opportunity and are encouraged to demonstrate acquired knowledge and comprehension, to cultivate new knowledge and understanding, practice oriented and academically compiled, to take into account the latest developments in their field of study, to professionally apply their knowledge and comprehension by reflecting by means of appropriate argumentation and problem solution attempts. Students will have to gather relevant data in their field of study, taking into consideration the relevant social, scientific and ethical concerns. They have to be able to develop solutions and learning strategies suitable for beginners as well as for experts to continue their study on the highest level of autonomy.

Master's degrees

“Qualifications that signify completion of the second cycle (e.g. Master's degrees) are awarded to students who:

- have demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with the first cycle, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context;
- can apply their knowledge and understanding, and problem solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study;
- have the ability to integrate knowledge and handle complexity, and formulate judgments with incomplete or limited information, but that include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgments;
- can communicate their conclusions, and the knowledge and rational underpinning these, to specialist and non-specialist audiences clearly and unambiguously;
- have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.”

www.ecahe.eu/w/index.php/Framework_for_Qualifications_of_the_European_Higher_Education_Area

More details of the Dublin Descriptors from 18 October 2004 can be found in: “Shared ‘Dublin’ descriptors for Short Cycle, First Cycle, Second Cycle and Third Cycle Awards” in: “A Framework for Qualifications of the European Higher Education Area” from the Bologna Working Group on Qualifications Frameworks, Ministry of Science, Technology and Innovation February 2005

www.ecahe.eu/w/images/7/76/A_Framework_for_Qualifications_for_the_European_Higher_Education_Area.pdf

The Spanish version of the Dublin Descriptors is under the following link:

www.jointquality.nl/content/Spanish%20Descriptores_de_Dublin/Spanish_Descriptores_de_Dublin.doc

4. Overview of the areas of Credit Points

4.1 ECTS table for the areas of study activities

ECTS	ECTS & areas of study for semester 1-4 of the 2-year MA (= also for semester 7-10 of the 5-year MA)
14	Motivational Psychology (6 ECTS) and Scientific Working (8 ECTS) for study Motivation (..M-courses), study progress and study success (incl. preparation and follow-up): Study accompanying Coaching, NLP Disney Strategy, NLP SMART, Mission/Vision, NLP Heroes' Journey, Research Proposal, ... (or comparable applied psychology knowledge) and Scientific Working (..S-courses)
10	Advanced Psychology knowledge (..K-Courses) on Master level (s. Dublin Descriptors) according to the areas of study specialisation (Neuro Linguistic, Coaching, Business, Psychotherapy), incl. study groups, activities on the Moodle learning platform, internet research, literature, ...
16	Free of choice courses from all areas of the curriculum
30	Area of Specialization in Neuro Linguistic (..N-courses), Coaching (..C-courses), in Business (..B-courses), in Psychotherapy (..P-courses), incl. optional: study relevant Training (..T-courses), study relevant practical Experiences (..E-courses): Internship, professional experience and congress participation and professional Articles (..A-courses): publications and congress presentation
20	Research methodology (..R-courses): research methods and research design, incl. a standard psychology instrument/questionnaire (e.g. MDMQ), a short qualitative research (preferable interviews with experts of the students very special field of research interest) and the pre test of the quantitative questionnaire for the thesis – all on Master level (s. Dublin Descriptors)
30	Master thesis: (Final = ..F-courses) incl. the Implementation (..I-courses) of a preferable quantitative research
Σ 120	

Credit Points are an instant measure of study-related working time. The credits itself aren't grades. Grading is done separately. One credit point of the European Credit Transfer System ECTS corresponds to 20 to 33 hours of workload, depending to the country. Courses at universities are assembled in regards to the time span an average student needs to spend for compiling the course, including related work tasks and time to prepare for tests. The majority of European countries have opted for 25 hours, as well as the UCN has in its international degree courses. Although the UCN is not a part of the European Bologna Area it makes use of a comparable system of credit points. Such systems have been implemented internationally and each is convertible to the respective system. As the Bologna Process is world leader the ECTS system is increasingly used in other continents too. The UCN uses it as standard for its international programs too.

“ECTS is also increasingly used by institutions in other continents and thus plays a role in the growing global dimension of the Bologna Process.” (ECTS Users’ Guide, Office for Official Publications of the European Communities, 2009, p 9)

At the UCN the MA in Psychology has 120 Credit Points with a workload of 3000 hours. Entrance requirements are a Licenciado or Bachelor degree with 180 Credit Points and a workload of 4500 hours or comparable qualification. If the Bachelor degree was not in Psychology then students need extra time and ECTS on Basic Psychology knowledge on Bachelor level.

The purpose of the Bologna Reform is that students are enabled to purchase their ECTS at universities around Europe (mobility) and that they are able to make use of previous experiences, such as professional work or lifelong learning respectively out of study-relevant competences acquired in non-academic courses:

“ECTS is a learner-centred system for credit accumulation and transfer based on the transparency of learning outcomes and learning processes. It aims to facilitate planning, delivery, evaluation, recognition and validation of qualifications and units of learning as well as student mobility. ECTS is widely used in formal higher education and can be applied to other lifelong learning activities. ...

If students have achieved learning outcomes in other learning contexts or timeframes (formal, nonformal or informal), the associated credits may be awarded after successful assessment, validation or recognition of these learning outcomes.” (ECTS Users’ Guide, Office for Official Publications of the European Communities, 2009, p 11)

Such former know-how may be claimed by the respective university as workload and due to this as ECTS-credits. After successful assessment by the academic staff, we accept study relevant learning outcomes gained through publications or Articles (A-Courses), seminars or Trainings (T-Courses) or practical Experiences (E-Courses) including professional experiences and internships as study time (ECTS) in accordance with the official ECTS system:

“Learners are awarded ECTS credits only when appropriate assessment has shown that they have achieved the required learning outcomes for a component of a programme or for the qualification. Credits are awarded by authorised awarding institutions. If the required learning outcomes are achieved in non-formal or informal contexts, the same number of credits as foreseen in the formal programme is awarded following the appropriate assessment. “ (ECTS Users’ Guide, Office for Official Publications of the European Communities, 2009, p 19)

The areas of credit points have different emphasis in different semester.

In the area of motivational Psychology methods like NLP Disney Strategy, NLP Circle of Excellence, NLP SMART, NLP Chunking, NLP New Behavior Generator, NLP Logical Levels, NLP 1.2.3. Position, Mission/Vision and NLP Heroes’ Journey are used in the very beginning of the first semester of the study. The Research Proposal has its emphasis in the first semester but it will progress in the following semester. Accompanying Coaching will take part in all semester. The motivational methods, including the Research Proposal, are used as applied Psychology where the students experience as subjects the objective content they learn in their study. The courses Research Proposal and Scientific Working are compulsory. This area has 6 ECTS. Through the area of Free Choice (Ch) with 16 ECTS students can choose more courses here.

In the area of Advanced Psychology knowledge (..K-courses) the students deepen their comprehension and understanding in the area of their study specialisation in order to apply ideas of this chosen field in their research, to deepen their problem solving abilities so that they can use it even in new or unfamiliar environments, in order to be able to formulate judgements in this chosen field even with incomplete or limited information and to be able to communicate to specialist and non-specialist audiences their knowledge clearly and unambiguously. This area is mainly in the first semester. It has a volume of 10 ECTS.

In the area of Specialisation we have the courses in Neuro Linguistic Psychology (..N-courses), Coaching Psychology (..C-courses), Business Psychology (..B-courses) and in Psychotherapy (..P-courses), incl. optional: study relevant Training (..T-courses), study relevant practical Experiences (..E-courses): Internship, professional experience and congress participation and professional Articles (..A-courses): Publications and congress presentation. There are many options to create a preferred profile of specialisation. The chosen courses need to be in accordance with the basic ideas of the chosen area of specialisation and with the research project of the Master Thesis. The students take courses in the fields of their specialisation mainly in the second and third semester. This area has a volume of 30 ECTS.

In the area of Research methodology (..R-courses) the students work mainly in the second and third semester. Here is the focus a standard psychology instrument/questionnaire like e.g. the MDMQ, a short qualitative research, preferable interviews with 5 to 7 experts of the students very special field of research interest and the pre-test of the quantitative questionnaire for their thesis. This area has a volume of 20 ECTS.

In the area of the Master Thesis the students carry out and implement their research, preferably a quantitative research, to test their hypothesis and to write their Final (..F-courses) in the fourth semester. Due to the fact that our programs are research orientated the students work with the progress of their research proposal during the whole study time. This area has a volume of 30 ECTS.

4.2 Degree course scheme (syllabus) of the semesters of the studies

MA 4 semesters (ECTS per area per semester)

Sem.	M Mot. Psych.	S Scient. Working	K Basic Knowledge	Ap Applied Area	R Research Methods	Ch Free Choice	Final	Σ
1.	6	4	10	6	4	-	-	30
2.	-	2	-	14	8	6	-	30
3.	-	2	-	10	8	10	-	30
4.	-	-	-	-	-	-	30	30
Σ	6	8	10	30	20	16	30	120

M = Motivational Psychology & Research Proposal

S = Scientific Working

K = Basic Psychology Knowledge

Ap = Focus Area of Specialisation
(Applied Psychology: N/C/B/PH)

R = Research Methodology

Ch = Free Choice from all kinds of courses

F = Final Thesis

4.3 List of courses in all areas

5. Courses in Coaching & NLP for study motivation and success 16

PM-M01-DiSt1	NLP Disney Strategy	19
PM-M02-SMAR1	NLP-SMART: Outcome / Motivation work	20
PM-M03-RP5C1	Research Proposal & 5 Chapter Approach	18
PM-S04-ScTW1	Scientific Thinking & Working (incl. Dublin Descriptors) 1	18
PM-S05-ScTW2	Scientific Thinking & Working 2	19
PM-S06-ScTW3	Scientific Thinking & Working 3	19
PM-S07-ScTW4	Scientific Thinking & Working 4	19
PM-M08-Chun1	Chunking - up, down and sideways	21
PM-M09-LoLe1	Logical Levels	21
PM-M10-CoPE1	Circle of personal excellence	22
PM-M11-MiVi1	Mission/Vision	22
PM-M12-HeJo1	NLP Hero's Journey	23
PM-M13-123P1	1.2.3. Position	23
PM-M14-NBG1	New Behavior Generator	24

6. Courses in Advanced Psychology knowledge 25

PM-K01-GenP1	General Psychology	25
PM-K01-GenP2	General Psychology - Part 2	25
PM-K02-ComI1	Communication & Interaction	25
PM-K02-ComI2	Communication & Interaction - Part 2	25
PM-K03-InOr1	Industrial (Work) & Organizational psychology	26
PM-K03-InOr2	Industrial (Work) & Organizational psychology Part 2	26
PM-K04-Clin1:	Clinical psychology & Psychotherapy	26
PM-K04-Clin2:	Clinical psychology & Psychotherapy Part 2	26
PM-K05-ReMe1	Research Methods	27
PM-K05-ReMe2	Research Methods Part 2	27
PM-K06-SoPs1	Social psychology	27
PM-K07-SoPs2	Social psychology - Part 2	27
PM-K08-DevP1	Developmental psychology	28
PM-K09-DevP2	Developmental psychology - Part 2	28
PM-K10-Neur1	Neuroscience & Neuropsychology	28
PM-K11-Neu2:	Neuroscience & Neuropsychology – Part 2	29
PM-K12-DiPe1	Differential & Personality psychology	29
PM-K13-DiPe2	Differential & Personality psychology – Part 2	29
PM-K14-PhEt1:	Philosophy of science & Ethics	29
PM-K15-PhEt2	Philosophy of science & Ethics - Part 2	29

7.1 Courses in Neuro Linguistic Psychology (NLP) 30

PM-N01-NVal1	NLP Values	31
PM-N02-NVal2	NLP Values – Part 2	31

PM-N03-NBel1	NLP Beliefs	31
PM-N04-NBel2	NLP Beliefs – Part 2	32
PM-N05-NMeP1	NLP Meta-Programs	32
PM-N06-NMeP2	NLP Meta-Programs – Part 2	33
PM-N07-NMod1	NLP Modelling	33
PM-N08-NMod2	NLP Modelling – Part 2	34
PM-N09-NSMa1	NLP Self management	34
PM-N10-NSMa2	NLP Self management – Part 2	34
PM-N11-NBoL1	NLP Body language	34
PM-N12-NBoL2	NLP Body language – Part 2	34
PM-N13-NSMA1	NLP SMART Outcome / Motivation work	35
PM-N14-NSMA2	NLP SMART Outcome / Motivation work – Part 2	35
PM-N15-NAnc1	NLP Anchoring / Change History	35
PM-N16-NAnc2	NLP Anchoring / Change History – Part 2	35
PM-N17-NRef1	NLP Reframing	35
PM-N18-NRef2	NLP Reframing – Part 2	35
PM-N19-NSub1	NLP Submodalities	35
PM-N20-NSub2	NLP Submodalities – Part 2	36
PM-N21-NMeM1	NLP Meta-Model	36
PM-N22-NMeM2	NLP Meta-Model – Part 2	36
PM-N23-NMiM1	NLP Milton Model	36
PM-N24-NMiM2	NLP Milton Model – Part 2	36
PM-N25-NTiL1	NLP TimeLine	36
PM-N26-NTiL2	NLP TimeLine – Part 2	37
PM-N27-NStr1	NLP Strategy	37
PM-N28-NStr2	NLP Strategy – Part 2	37
PM-N29-NMet1	NLP Metaphors	37
PM-N30-NMet2	NLP Metaphors – Part 2	37
PM-N31-NDiS1	Advanced NLP Disney Strategy	37
PM-N32-NDiS2	Advanced NLP Disney Strategy – Part 2	38
PM-N33-NPre1	NLP Presentation skills	38
PM-N34-NPre2	NLP Presentation skills – Part 2	38
PM-N35-NMed1	NLP and the use of media	38
PM-N36-NMed2	NLP and the use of media – Part 2	39
PM-N37-NGra1	NLP and the Graves Model for Presentation	39
PM-N38-NGra2	NLP and the Graves Model for Presentation – Part 2	39
7.2 Courses in Coaching Psychology (CP)		40
PM-C01-CDev1	Development of Coaching	40
PM-C02-CDev2	Development of Coaching – Part 2	40
PM-C03-CFun1	Fundamentals of Coaching	40
PM-C04-CFun2	Fundamentals of Coaching – Part 2	41
PM-C05-CPro1	Coach profile	41
PM-C06-CPro2	Coach profile – Part 2	42

PM-C07-DSCT1	Differences and similarities between Coaching and Therapy	42
PM-C08-DSCT2	Differences & similarities between Coaching & Therapy – Part 2 .	42
PM-C09-CSet1	Setup and Progression of Coaching	42
PM-C10-CSet2	Setup and Progression of Coaching – Part 2	43
PM-C11-CEff1	Effects in Coaching	43
PM-C12-CEff2	Effects in Coaching – Part 2	44
PM-C13-CEmp1	Empathy - advantages and risks	44
PM-C14-CEmp2	Empathy - advantages and risks – Part 2	44
PM-C15-CHeJ1	The Coachee in mythology – the heroes’ journey	44
PM-C16- CHeJ2	The Coachee in mythology – the heroes’ journey – Part 2	45
PM-C17-CSyT1	System theory (Bateson)	45
PM-C18-CSyT2	System theory (Bateson) – Part 2	45
PM-C19-CSyl1	Systemic interventions	45
PM-C20-CSyl2	Systemic interventions – Part 2	45

7.3 Courses in Business Psychology (I/O) 46

PM-B01-ELPC1	Ethical, Legal, Professional Contexts of Business Psychology	46
PM-B02-ELPC2	Ethical, Legal, Professional Contexts - Part 2	46
PM-B03-WPAD1	Work Psychology: job and work analysis and design	46
PM-B04-WPAD2	Work Psychology: job and work analysis and design - Part 2	47
PM-B05-PHRM1	Personnel Psychology and human resources management	47
PM-B06-PHRM2	Personnel Psychology & human resources management - Part 2	47
PM-B07-PeAs1	Personnel Assessment	47
PM-B08-PeAs2	Personnel Assessment - Part 2	47
PM-B09-Lead1	Leadership	47
PM-B10-Lead2	Leadership - Part 2	47
PM-B11-ExCo1	Executive Coaching and Development	48
PM-B12-ExCo2	Executive Coaching and Development - Part 2	48
PM-B13-OrgP1	Organizational Psychology and organizational analysis	48
PM-B14-OrgP2	Organizational Psychology and organizational analysis - Part 2 ..	48
PM-B15-ChMa1	Change Management	48
PM-B16-ChMa2	Change Management - Part 2	49

7.4 Courses in Psychotherapy and Health (P/H) 50

PM-P01-PhHi1	Philosophy and History of Psychotherapy	50
PM-C02-PhHi2	Philosophy and History of Psychotherapy - Part 2	50
PM-P03-PsAn1	Psychoanalysis	50
PM-P04-PsAn2	Psychoanalysis - Part 2	51
PM-P05-BTCB1	Behavior Therapy and Cognitive Behavior Therapy	51
PM-P06-BTCB2	Behavior Therapy and Cognitive Behavior Therapy – Part 2	51
PM-P07-HP1	Humanistic Psychology and Therapy	51
PM-P08-HP2	Humanistic Psychology and Therapy - Part 2	52
PM-P09-TPsy1	Transpersonal Psychology	52
PM-P10-TPsy2	Transpersonal Psychology – Part 2	52

PM-P11-SysT1	Systemic Therapy	52
PM-P12-SysT2	Systemic Therapy Part 2.....	53
PM-P13-HypT1	Hypnotherapy	53
PM-P14-HypT2	Hypnotherapy Part 2	53
PM-P15-GT1	Gestalt Therapy	53
PM-P16-GT2	Gestalt Therapy - Part 2	54
PM-P17-TA1	Transactional Analysis	54
PM-P18-TA 2	Transactional Analysis – Part 2	54
PM-P19-Nuro1	Neurotherapy	54
PM-P20-Nuro2	Neurotherapy – Part 2	55
PM-P21-PsyA1	Psychotherapeutic Approaches	55
PM-P22-PsyA2	Psychotherapeutic Approaches – Part 2	55
PM-P23-PNI1	Psychoneuroimmunology	55
PM-P24-PNI2	Psychoneuroimmunology – Part 2	55
PM-P25-Ppat1	Psychopathology and Diagnosis	55
PM-P26-Ppat2	Psychopathology and Diagnosis – Part 2	56
PM-P27-PsAs1	Psychological Assessment	56
PM-P28-PsAs2	Psychological Assessment – Part 2	56
PM-P28-CaSt1	Case Study	56
PM-P30-CaSt2	Case Study – Part 2	56
PM-P31-EffP1	Efficacy and Effectiveness of Psychotherapy	57
PM-P32-EffP2	Efficacy and Effectiveness of Psychotherapy – Part 2	57
PM-P33-RCT1	Random Control Trial	57
PM-P34-RCT2	Random Control Trial – Part 2	57
7.5 Courses in study relevant trainings, experiences and articles		58
PM-T01-Train1	Study relevant Training (T-courses)	58
PM-E01-Expi1	Study relevant Experiences including Internships (E-courses).....	58
PM-A01-Arti1	Study relevant Articles (A-courses)	58
8. Courses in Research Methodology		59
PM-R01-ReM	Basic Research methods on Master level	59
PM-R02-Stat	Basic statistical methods on Master level	60
PM-R03-StQu	Standard Questionnaire on Master level	60
PM-R04-Qual	Qualitative Questionnaire – Expert Interviews on Master level	60
PM-R05-Quan	Quantitative Questionnaire and Pre-test on Master level	61
PM-R06-SPSS	SPSS and PSPP on Master level	61
9. Courses in Research Implementation and Master Thesis		62
PM-F01-Fin1	Final (F-courses).....	62

5. Coaching & NLP for study motivation and success

Coaching is in our view applied Psychology. It is an approach that uses psychological knowledge and methods to help people to reach goals. In this process they check that the realisation of the goal is supported by their unconscious, that means that it is ethically sound and serves the realisation of their true nature and potentialities. An approach in the tradition of the basic ideas of Humanistic Psychology to orientate psychological support on the knowledge about self realised, successful, happy people and to use Psychology to help people to embrace a successful, happy and intensive life lived to the full.

In the early 70s Neuro Linguistic Programming (NLP) used exactly this approach of the Humanistic Psychology. It was developed in the first 7 years at the University of California in Santa Cruz, USA. A team of 2 women and 3 men: Judith DeLozier, Leslie Cameron-Bandler, Robert Dilts, Dr. Richard Bandler and Prof. Dr. John Grinder studied the most successful experts of communication at that time: Dr. med. Fritz Perls (1893 - 1970), Dr. Virginia Satir (1916 – 1988) and Professor Dr. med. Milton Erickson (1901 – 1980) on the background of the scientific works by: William James - psychology of perception, Alfred Korzybski - general semantics, Gregory Bateson - systems theory, Albert Bandura - theory of learning and Noam Chomsky – linguistics.

The central idea behind NLP is to learn from the best and apply such knowledge for the best of mankind and to develop it furthermore. This ongoing process is the heart and brand of NLP - it keeps it alive. Wherever and whenever someone succeeds in an extraordinary manner, NLP approaches the variables leading to the success and the key factors determining it. The next step is to re-invent these factors and variables in a simple manner and generate a step-by-step manual. This procedure enables NLP to be up-to-date and reflecting the Zeitgeist. The result is that NLP offers a great deal of effective and efficient methods and tools for successful communication and general intervention. NLP is dedicated to effectiveness and consistent re-invention and development; Due to this, NLP can be used for intra- and interpersonal communication in areas such as health, business, target achievement, psychotherapy, physical exercise, potential development, education, spirituality, vitality, coaching, and many more. Given this history, NLP is fundamentally goal-oriented, systemic, solution-oriented, resource-oriented and effective.

After 40 years of Neuro Linguistic Programming the International Association of NLP Institutes decided to develop Neuro Linguistic Psychology as the scientific approach of NLP. This scientific branch of NLP has reference to the roots of the first 7 years of NLP development at the University of California in Santa Cruz, USA. It scientifically researches all NLP methods. In the International Psychology studies of the Universidad Central de Nicaragua this kind of scientifically proven and ethically sound NLP is used and further developed by the Department of Human Communication and its professors and students. It is based on fundamental ideas of Humanistic Psychology. Neuro Linguistic Psychology therefore serves Higher Education for the excellence and quality of educational programs and new forms of distant education, for the economic, social and psychological human development of people, for the promotion of social and individual values such as freedom, pluralism, respect for ideas and critical thinking and the search for truth.

In the mid-70s the educationist and tennis expert Timothy Gallwey focussed on a new subject, which he called "the inner game." In his words: "*The enemy in your own head is worse than the one on the other side of the net.*" Gallwey held the opinion that a coach should not only work on

the optimization of the technical skills, but rather help to detect the internal barriers which stand in the way of performance, and to reduce or minimize them. The coach who works in this way will discover an unexpected talent. At the beginning Gallwey was confronted with much scepticism regarding his ideas, but he continued his approach successfully. Finally, it was accepted and now it is one of the main roots of the expansion of coaching.

In relation to the fields of application Coaching finds itself in an expansion. Coaching is not only offered for profession, but also for all other areas of life where the expansion of self-organization is essential. This expansion can be explained by the fact that an increasing number of people seek support for their own growth and the changes linked to that desire, without raising suspicion concerning mental health problems, which is often a reason for claiming a therapeutic monitoring.

In the last few years a paradigm shift took place in coaching: instead of performance orientation, it changed to inner calling support for balanced life with the development of the people's inner potentials. This paradigm shift will be appropriately considered in the development of the study courses.

The new task in coaching requires a broad knowledge in both the psychological and the sociological domain, as well as effective methodology knowledge, which will enable the coach to take into an account the client's uniqueness.

Coaching has become a widely used development tool and profession in only a short time, and its practice continues to grow worldwide.

For the excellence and quality of the studies in Psychology we have integrated Coaching with methods of Neuro Linguistic Psychology as applied Psychology. This means that we recursively use methods of the study program to teach the content of the study program. We see Psychology as the science behind Neuro Linguistic Psychology and Coaching. In this sense we use NLP for Coaching and Coaching for the motivation of our students.

Accompanying the whole study time, the students use high professional coaching for their motivation and the development of their achievements. In this way elements of the content of the studies are applied to the process of the study. Central variables for successful and effective communication, such as the NLP Disney Strategy, NLP SMART, Vision & Mission, meta-position, diversity of perspectives, resource orientation, self-responsibility, self-esteem, behavioural flexibility, rapport, empathy, respect, ecological questions, are subject of NLP and Coaching as applied Psychology. At the beginning we use coaching to clear the motivation and the personal goals of the student. What are the deeper positive intentions of the student for studying? What are the unconscious supported useful applicable results and goals for studying? How can the student use mental pictures, wordings (supporting beliefs) and inner states to be in contact with his motivation during the whole studying process? What are the next steps to realise his potential by studying? This approach is used throughout the study time as accompanying Coaching.

Coachings are possible individually, in groups, in supervised success teams (all online via skype or live) and in special study orientated seminars. Through appropriate assessment of the learning experience and the connection to applied Psychology these Coachings can be accepted as Credit Points after evaluation through the University.

For our degree courses in MA in Psychology students need 20 ECTS in the area of Coaching & NLP as applied Psychology for study motivation, study progress and study success.

If students achieve learning outcomes of courses that are here listed in other learning contexts or timeframes (formal, nonformal or informal), the academic staff can accept these outcomes and award credits after successful assessment and validation.

Courses in applied Psychology: Study Motivation enhancement

PM-M01-DiSt1 NLP Disney Strategy (or comparable motivation course)

Motivation course – 1st semester – 2 ECTS - obligatory

The course introduces to the theoretical and practical basics of the NLP Disney Strategy. NLP has been developed on the investigation of strategies of especially successful communicators. Robert Dilts has developed the NLP Disney Strategy through modelling the famous Walt Disney.

This course enables students to use the NLP Disney-Strategy and accompanying Coaching for the further development of their personal future plans and their true study motivation on a very deep level.

Here the typical sequence of steps:

1. Ask your client to place the following 4 slips of paper somewhere in the room: "meta-space" is the place from where he can look on everything from outside, "dreamer" is the place for creative dreaming, "actor" is the place where he can actively think step by step on how to implement a plan, "critic" is the place where he can check everything critically.
2. Ask him to go to each of these four places and tell you about some relevant experience.
3. Look with him at the arrangement of places and their correlation to each other and reflect what this type of arrangement means: Who's looking at whom? Who is closer to whom? ...
4. Allow your client to follow spontaneous impulses to alter the arrangement.
5. Only now the client's project comes into play and is analyzed from all points of view: first, from the dreamer's, then from the actor's (does he know what to do in order to realize the dream?), then from the critic's perspective (What has he learnt from experience and needs to make sure?).
6. If the actor does not know "how to implement something," he asks the dreamer to dream about the "how to". If the critic has suggestions, the dreamer is invited to address them in his dreams. Do this until your client is satisfied with everything when standing in the meta-space.
7. Finally, let your client move from the dreamer to the doer to the critic, to the dreamer and so on, making several rounds, and speak about his project while moving.

This course supports students through a fascinating NLP intervention, that helps to have deep insights, to understand new alternatives, to approach the given goal of a successful study and that triggers motivation. At the same time the students learn to use this NLP intervention as applied psychology for areas like project planning in general.

PM-M02-SMAR1 NLP-SMART: Outcome (or comparable motivation course)

Motivation Course – 1st semester – 2 ECTS - obligatory

The course introduces to the theoretical and practical basics of motivation and outcome formulation. Motivation is basically created by the presentation of images to the brain. In order to create motivation the brain needs a precise context specific sample depicting the situation, when

the outcome is realised, the sample has to be measurable, visually, auditory and kinaesthetically attractive to the brain, fulfil the criteria of self-initialisation and with a definite time frame.

In our approach the journey is the destination. Scientific research confirms that those who mentally enhance their motivation on the way to the goal are much more successful than those who only intensify their visualization of the goal. Therefore, we focus on the goal-oriented forces that can accompany us on the road.

Here the typical sequence of steps:

Specific situation: Write down your first goal. The words you use should not contain any negation or comparison. Then look at the visualization of the target situation. Which are the faculties you need to develop in order to get to the destination? The goal we want to achieve here is the deployment of these faculties.

Measurable: How can the development of the required faculties be measured objectively?

Attractive: Intensify the attraction of these forces by using the VAKOG questions.

Realistic: Make sure that the final goal and the goal of each step can be reached by your own endeavour.

Timed: When exactly does the final goal and the goal of each step need to be achieved?

Ecology: Mind the system ecology: What are the possible impacts of the goal when you have reached it? Pay special attention to incongruencies. NLP is systemic, and in all NLP interventions we need to integrate the relationships and impacts (Ecological check) by asking the client at the end of each NLP intervention to imagine the future (Future Pace). We pay special attention to incongruencies, which are positively reframed (reinterpreted) as important unconscious objections. The typical NLP Future Pace instruction is: "Please imagine now the impact of a change in the future. And after that we use the typical NLP Ecology Check question: "If there was something left to consider, what might that be?"

This course enables students to use the NLP SMART intervention and accompanying Coaching for the further development of their personal future plans and their true study motivation on a very deep level. To deepen this NLP outcome intervention the following interventions can be used too: NLP Chunking, NLP New Behavior Generator and NLP Logical Levels.

PM-M03-RP5C1 Research Proposal & 5 Chapter Approach

Motivation Course – 1st semester – 2 ECTS - obligatory

This course is for the development of the Research Proposal and the reflection and discussion of the basis of scientific working.

We recommend our students to develop their Research Proposal on the basis of the results of the NLP Disney Strategy, NLP SMART study outcomes, Courses like NLP Chunking and their personal mission and vision statements are optional. What would be his highly motivating dream to contribute to the scientific field of knowledge? How can he formulate a research question and his hypothesis on this foundation? What is the scientific state of field regarding his research question? What could be a promising scientific approach and what methods could be useful? Does he know experts for his research question whom he could interview (qualitative interview)? What could be the practical implementations and results of his research? How could this support his future career?

The evaluated motivational power combined with the deep research interest helps the student a lot to approach and to learn on this basis the fundamental psychological knowledge. Students need to develop their fundamental interests and willingness to engage in a scientific quest.

Supporting students on this quest and encouraging them to study with heart and mind, is our mission and vision.

The 5 Chapter Approach describes the final: 1. Scientific introduction to the research topic of the Final including the clear definition of the used words that describe the chosen research question, 2. Scientific Literature and Research regarding the research question, 3. Hypotheses and research design, 4. Research findings, 5. Summary, reflection, recommendations

PM-M04- ScTW1 Scientific Thinking & Working 1

Motivation Course – 1st semester - 2 ECTS - obligatory

This course is for the further development of the Research Proposal and the reflection and discussion of all kinds of study accompanying Coaching.

In this course the student has the opportunity to encounter Coaching as applied psychology in general and especially for the enhancement of his study motivation and his study results.

In this course the students have the opportunity to encounter Coaching as applied psychology in general and especially for the enhancement of their study motivation and their study results.

In the first semester it helps students to develop the first draft of their Research Proposal and to use it for their motivation and study progress. In the following semester the time for the Research Proposal will decrease and the time for coaching will increase.

We support the whole study process and especially the development of the Research Proposal with Accompanying Coaching. This course gives room for questions like: What is the significance and value of accompanying Coaching? How does study accompanying Coaching work? What is the connection between Psychology, applied Psychology, NLP and Coaching? How are the different forms of accompanying Coaching support motivation? What are the success factors for self organized motivation groups? What kind of reflection of the Coachings is needed for ECTS recognition? How can students use this Coaching efficient and effective? What are the specific experiences with accompanying Coaching? How does this Coaching help to understand Psychology?

PM-M05-ScTW1 Scientific Thinking & Working 2

Motivation Course – 2nd semester - 2 ECTS - obligatory

This course is for the development of the Research Proposal and the reflection and discussion of all kinds of study accompanying Coaching.

In this course the student has the opportunity to encounter Coaching as applied psychology in general and especially for the enhancement of his study motivation and his study results.

PM-M06-ScTW1 Scientific Thinking & Working 3

Motivation Course – 3rd semester – 2 ECTS - obligatory

This course is for the development of the Research Proposal and the reflection and discussion of all kinds of study accompanying Coaching.

In this course the student has the opportunity to encounter Coaching as applied psychology in general and especially for the enhancement of his study motivation and his study results.

PM-M07- ScTW1 Scientific Thinking & Working 4

Motivation Course – 4th semester – 2 ECTS - obligatory

This course is for the use of the Research Proposal in the Master Thesis and the reflection and discussion of all kinds of study accompanying Coaching.

In this course the student has the opportunity to encounter Coaching as applied psychology in general and especially for the enhancement of his study motivation and his study results.

PM-M08-Chun1 Chunking - up, down and sideways

Motivation Course – 1st semester – 2 ECTS - optional

To chunk up means to ask for the higher level of something. Monetary targets for example often stand for the things somebody would like to buy, and in turn, by possessing certain things, people often hope to achieve a sense of well-being. Therefore well-being would be the real goal in this example.

Chunk sideways enhances motivation by activating the creative right hemisphere of the brain.

Chunk down creates precision for milestones on the basis of chunk up and chunk sideways.

Here the typical sequence of steps:

1. Apply the two chunk-up questions to a target: "*What would you achieve if...?*" and "*What do you want to achieve?*" If possible, repeat these questions several times.
2. Intensify the higher goal by chunking sideways: "*To achieve this goal is for you like what?*" Here we are looking for motivational metaphors and referential experience.
3. When chunking down, you ask: "When, with whom, by which means and how exactly do you want to do this? What exactly do you need to do in order to get there? And what else? And what else? "

This course supports students through a fascinating NLP intervention, that helps to have deep insights, to understand new alternatives, to approach the given goal of a successful study and that triggers motivation. At the same time the students learn to use this NLP intervention as applied psychology for areas like small talk, in stalled negotiations and for finding the ethically acceptable goal behind unethical aims.

PM-M09-LoLe1 Logical Levels

Motivation Course – 1st semester – 2 ECTS - optional

The pulling force of the goals can be greatly enhanced by the Logical Levels. By adding the universe and a symbol, even more creative levels are activated. In the original form, developed by Robert Dilts, the step 6 and 7: "universe" and "symbol" exists only as a level called "vision"

Here the typical sequence of steps:

1. In what kind of **environment** do you imagine to realize your goal?
2. What kind of **behaviour** do you show there?
3. Which **skills** do you use when you realize your goal?
4. Which **beliefs and values** does your goal incorporate?
5. How do you define your **identity** in the process?
6. Now look up and left. Imagine the **universe** there (allow time for it). Now move two steps forward, turn left and step into the universe. Become the universe. Explore the situation from the position of the universe. Give yourself a recommendation. Send this recommendation to the identity level. Go back to the identity level and receive the recommendation.
7. Now look to the right. Let there arise a **symbol**. Move two steps to the right, to the front ... Keep it up the way you did at the universe level: take the position of the symbol, enquire its message, send a recommendation and receive it at the identity level.
8. With this new energy now move back through all the steps to beliefs and values, skills, behavior and environment, and see how this energy affects each level.

This course supports students through a fascinating NLP intervention, that helps to have deep insights, to understand new alternatives, to approach the given goal of a successful study and that triggers motivation. At the same time the students learn to use this NLP intervention as applied psychology for areas like small talk, in stalled negotiations and for finding the ethically acceptable goal behind unethical aims.

PM-M10-CoPE1 Circle of personal excellence

Motivation Course – 1st semester – 2 ECTS - optional

With NLP you can activate past resourceful states for future situations.

Here the typical sequence of steps:

1. Try to remember a situation in your life in which you felt particularly excellent, completely fine, where you were in the flow, in line with your emotions, your values... Remember emotional details as intensively as possible.
2. If you saw a circle of energy 2-3 meters in front of you now that expresses exactly this mood, what color would it have? What sound would it have? What kind of energy can you see there?
3. Do this with at least two other past resourceful states and intensify the energy circle on and on.
4. When the energy circle has become really intensive, you step into this circle and enjoy it. While standing in the circle, see how the power intensifies even further.
5. Step in and out for a few times. Look at the energy circle from outside and experience it from within. It is your circle of personal excellence.
6. Think about future situations in which you can use this energy circle.
7. Find a name for this circle of energy, connect it with a little movement and get used to your energy circle in the next time. Practice repeatedly to let it arise, and step into it. Then this tool will be available to you even in challenging situations.

This course supports students through a fascinating NLP intervention, that helps to have deep insights, to understand new alternatives, to approach the given goal of a successful study and that triggers motivation. At the same time the students learn to use this NLP intervention as applied psychology for areas like contact with his unconscious power (called Magic Circle) or how to design consciously an energy field for special tasks (called Designer Circle).

PM-M11-MiVi1 Mission/Vision

Motivation Course – 1st semester – 2 ECTS - optional

The term Mission Statement is often used in business. Many companies have Mission Statements to reveal their aims, values, ideals, ethics, corporate identity, possibilities to identify with the company, the business culture, the use of the company, the self-concept, the business philosophy, ...

A good Mission Statement isn't longer than one sentence, can be understood by a 12-year old and reproduced by heart also under biggest stress.

The Mission Statements of Walt Disney is: "To make people happy". The Mission Statements of Google is: "to organize the world's information and make it universally accessible and useful."

And what is your Mission Statement? For what do you brim over with enthusiasm? What are you fond of? What is bringing meaning into your life? And what are reference situations in your life for this?

Your vision statement requires you to write down exactly what the "picture" will look like once your mission has been carried out.

This course helps students to find out their Mission and Vision and to use it for their motivation and study progress.

PM-M12-HeJo1 NLP Hero's Journey

Motivation Course – 1st semester – 2 ECTS - optional

The hero's journey is an archetype of the personal development process of individuation. Every study is a "hero's journey" You hear a call, feel a motivation, deal with doubts, think about your comfort zone, go beyond a limit and on a journey, accept the challenge, you will find mentors that support you, fight metaphorically against border guards and dragons, you will grow and develop your skills, overcome hindering beliefs, develop new attitudes, increase of your contact to your inner entity, figuratively spoken, find the treasure, feel comfortable with it, you would like to keep this state all the time, you will be ready to return to "common" everyday life and unite it with your new achieved knowledge and let society participate in your discoveries.

This course supports students with stages that are likely to pop up during his study process and progress. Knowing this stages helps a lot to face them. At the same time the student learns to use applied psychology for his live and study success.

PM-M13-123P1 NLP 1.2.3. Position

Motivation Course – 1st semester – 2 ECTS - optional

This NLP intervention is a further development of the "hot chair" of Gestalt therapy. The classical intervention usually starts with a conflict a person has with someone or a symptom a person suffers from.

You can use this NLP intervention as a resource strategy for motivation too. Instead of another person or a symptom you explore a resource. In our case this will be your dream of your study. If you only try to figure out the situation in your thoughts, you will get totally different results. With the approach of this NLP intervention here you enter a new area of information that can help you much more then only thinking about the situation or about the involved aspects. This approach triggers your creativity and opens deeper aspects of your inner wisdom and potential.

Here the typical sequence of steps:

1. Take the first position: How do I feel there? What do I think about my study?
2. Imagine your study on a second chair, using the NLP "VAKOG" technique. The more intensity you can achieve, the better it is for this intervention.
3. Talk directly to your study. Tell your study what you think about it. Watch for the reaction you see in your imagination of the study on the second chair.
4. Now switch places. Take the second position. Imagine you are the study. Allowed yourself to slip perfectly in this role of what developed in your imagination on this chair. How does it feel there? Explore this position.
5. Look at the person in the first position. Talk to him or her.
6. Now you can switch several times between the two chairs and give an answer from every position.
7. Go to a third position from which you can see the two other positions. Which aspects have escaped you in the first and the second position?
8. Integrate the findings into the other positions by moving back in there.

9. Make a final check of the ecology with the NLP Future Pace intervention.

This course supports students through a fascinating NLP creativity intervention, that helps to have deep insights, to understand new alternatives, to approach the given goal of a successful study and that triggers motivation. At the same time the students learn to use this NLP intervention as applied psychology for areas like a conflict with someone else or for how to deal with a symptom or how to use it in a business context too..

PM-M14-NBG1 New Behavior Generator

Motivation Course – 1st semester – 2 ECTS - optional

Basically, the New Behavior Generator is a New State Generator - it creates a new state that allows a new behavior. In this NLP intervention, many NLP skills are included.

Here the typical sequence of steps:

1. Take a SMART goal and describe the inner mood and beliefs needed to go for the goal.
2. Imagine yourself a few feet away, as you develop your skills that will lead you to your destination. In what kind of environment do you see yourself? What kind of situations trigger the development of these faculties? Which values and beliefs come true here?
3. Intensify this idea by using VAKOG. This kind of dissociated imagination helps to activate your motivation.
4. Then you go to the place where you saw yourself and emotionally slip into your imagination that you build up there. Experience and enjoy it. This associated imagination increases your belief in your ability.
5. Does everything feel completely right? Are there any incongruencies? If there is something left that needs to be changed, then go back to 1., change the formulation of your goal accordingly and repeat the whole sequence.

This course supports students through a fascinating NLP intervention, that helps to have deep insights, to understand new alternatives, to approach the given goal of a successful study and that triggers motivation. At the same time the students learn to use this NLP intervention as applied psychology.

6. Advanced Psychology Knowledge

The courses in this area build on the bachelor level knowledge of the topic and deepens it on the master level requirements.

In Advanced Psychology Knowledge (.K-courses) the students deepen their comprehension and understanding in the area of their study specialisation (Neuro Linguistic, Coaching, Business, Psychotherapy) and in adjoining relevant areas in order to apply ideas of these areas in their research, to deepen their problem solving abilities so that they can use it even in new or unfamiliar environments, in order to be able to formulate judgements in these areas even with incomplete or limited information and to be able to communicate to specialist and non-specialist audiences their knowledge clearly and unambiguously (s. Master level Dublin Descriptors).

The courses that a student chooses in this area need to be relevant for the chosen area of specialisation and for the chosen research project.

This area is mainly in the first semester. It has a volume of 10 ECTS.

Courses in Advanced Psychology Knowledge

PM-K01-GenP1 General Psychology

Advanced Psychology Knowledge – 2 ECTS - optional

General psychology is the basis of psychology. It is a subdiscipline of psychology. The term "general" refers to its universal approach: It deals with the psychic functions, that are in all humans – contrary to other subdisciplines of psychology (for example the personality psychology). It researches and conveys "general" laws in the following fields: perception, attention, learning, memory, thinking, problem solving, language, emotion, motivation and consciousness. Their insights contain the basic knowledge of psychology including basic psychological believes and approaches.

In completing this course students will be able to define the science and the practice of psychology, to identify the various subfields and specialties within psychology, to understand the importance of the scientific method to the study of psychology, to explain the conditions that allow experimental research to infer cause-and-effect relationships, to compare different theoretical and methodological approaches to behaviour, to master terms, names, concepts, scientific experiments, and theories vital to the understanding of psychology as a science, to apply psychological principles and findings to solve real problems and to critically evaluate sources of information found on the World Wide Web.

PM-K01-GenP2 General Psychology

Advanced Psychology Knowledge – 3 ECTS

Part 2 is for a deeper exploration and further development of the course subject.

PM-K02-ComI1 Communication & Interaction

Advanced Psychology Knowledge – 2 ECTS - optional

The term communication is used in psychology to describe the process of exchanging thoughts, messages or information by speech, signals, writing or behavior. It comes from the Latin word

"communis", meaning to share. There are very different quality levels of communication. The word communication is in our culture used for many technical processes too. If two machines adjust their "communication", for example two fax machines coordinate their speed rate, this may be a different kind of communication than what happens within human communication. From a psychological and linguistic point of view this gives room to discuss the reasons why our culture uses here the same word for so fundamental different processes.

PM-K02-ComI2 Communication & Interaction

Advanced Psychology Knowledge – 3 ECTS

Part 2 is for a deeper exploration and further development of the course subject.

PM-K03-InOr1 Industrial (Work) & Organizational psychology

Advanced Psychology Knowledge – 2 ECTS - optional

Industrial or Work Psychology deals with the question how working conditions effect the working population and how man (or woman) changes the working conditions.

Organizational Psychology deals with the mutual relationship between individuals and organizations.

Personal, social, and environmental factors related to people's attitudes and performance in industrial and other organizations. Topics include personnel selection and evaluation, training and development, job analysis, attitudes and motivation, leadership, group dynamics, organizational structure and climate, job design and working conditions.

Industrial- and Organizational psychologist are responsible for questions of work analysis, job design and occupational safety. They conduct a wide range of research and studies designed to provide information about all phases of the workplace, for example: stigmas in organizations (weight, physical attractiveness, sexual orientation, disability, religious beliefs, race); sexual harassment; the role of personality traits in the hiring process; barriers to successful employment of workers with disabilities; workplace culture, particularly when companies merge; selection of law enforcement officers; reducing absenteeism, workplace aggression; what attracts individuals to certain organizations, and the leadership behaviours of women as managers. They organize, plan and conduct measures of cooperate training, work in the area of personnel selection and personnel development. They also conduct seminars on communication and leadership.

The course provides knowledge of the major content areas of work and organizational psychology with an emphasis on applied cognitive psychology. Students learn how to apply job and task analysis techniques, how to determine standards of effectiveness, how to measure and evaluate human performances, how to design and evaluate employee selection tests, training Programmes and organizational interventions and how to acquired data selection and analysis skills for conducting applied psychological research.

PM-K03-InOr2 Industrial (Work) & Organizational psychology

Advanced Psychology Knowledge – 3 ECTS

Part 2 is for a deeper exploration and further development of the course subject.

PM-K04-Clin1 Clinical psychology & Psychotherapy

Advanced Psychology Knowledge – 2 ECTS - optional

Clinical psychology is a specialisation focusing on psychopathology and the assessment and treatment of clinical disorders across the life-span. It contains research, diagnosis and therapy of all psychic disorders for people of all levels ages . Founded on the scientific basis of psychology with all its aspects it is one of the characteristics of clinical psychology that it has close relationships to other scientific disciplines. Especially with psychiatry, sociology, neurology and the neuro-biological sciences (including genetics and psychopharmacology) and other medical subjects. It is important to keep in mind, that psychotherapy is just one aspect of clinical psychology. It is the aspect, that deals with psychological therapy of people that suffer from defined psychic disorders.

Psychotherapy, can be defined as a continues and planned interactive process to influence behavioural disorders and conditions of suffering. In a consent between the patient, therapist and peer group it is considered to require treatment. This treatment may be by psychological means (via communication) mostly verbal but also non-verbal in direction of a defined goal (like symptom minimalisation and/or change of structure in the personality). This is conducted through learnable techniques based on a theory of normal and pathological behaviour. Normally a strong emotional relationship is necessary for that.

This course provides an in-depth examination of current theory and research associated with major psychological disorders and their diagnoses. The primary classification systems are explored in terms of their applicability and limitations and the factors that impact the assessment, diagnosis, and treatment of disorders along a continuum of mental health. The course examines high-level training in psychopathology, assessment and therapeutic interventions for adults and children suffering from clinical disorders, such as anxiety, depression, psychosis and disorders of impulse control.

**PM-K04-Clin2 Clinical psychology & Psychotherapy
Advanced Psychology Knowledge – 3 ECTS**

Part 2 is for a deeper exploration and further development of the course subject.

**PM-K05-ReMe1 Research methods (incl. empiricism/statistic)
Advanced Psychology Knowledge – 2 ECTS - optional**

This course builds on the bachelor level knowledge of the topic and deepens it on the master level requirements. Research methods refers to the general approaches in asking a question and in planning, conducting and evaluating any research. Empiricism (from Greek *empireia*: experience and knowledge) in science is understood to be a collection of information in the laboratory or in the field, based on specific observations. Statistics is the science which deals with general rules and methods of recording, processing, presentation and interpretation of numerical information. It looks for the crucial and universally valid insights about the level, structure, context and development of these phenomena.

**PM-K05-ReMe2 Research methods (incl. empiricism/statistic)
Advanced Psychology Knowledge – 3 ECTS**

Part 2 is for a deeper exploration and further development of the course subject.

**PM-K06-SoPs1 Social psychology
Advanced Psychology Knowledge – 2 ECTS - optional**

Social psychology researches processes inside and between social groups as well as the effects of such processes on the experience and behaviour of the individual. Our perception of ourselves in relation to the rest of the world plays an important role in our choices, behaviours, and beliefs. Conversely, the opinions of others also impact our behaviour and the way we view ourselves. Social psychology is a branch of psychology concerned with how social phenomena influence us and how people interact with others. Studying social psychology can enrich our understanding of ourselves and of the world around us.

This course offers the discussion about advanced social psychology on Master level. It will cover topics such as the social self-concept, social judgment, attitudes, persuasion, conformity, aggression, helping behavior, prejudice, and interpersonal relationships. The goals of this course are to improve the students understanding of social psychological explanations for social influence and interaction and of the research methodologies commonly used to understand social influence and interaction.

PM-K07-SoPs2 Social psychology
Advanced Psychology Knowledge – 3 ECTS

Part 2 is for a deeper exploration and further development of the course subject.

PM-K08-DevP1 Developmental psychology
Advanced Psychology Knowledge – 2 ECTS - optional

Developmental psychology, also known as human development, is the scientific study of systematic psychological changes that occur in human beings over the course of the life span. Originally development psychology was seen as „children psychology“ because it dealt with the becoming of an adult. It now encompasses the entire life span of an individual. This ever growing field examines change across a broad range of topics including: motor skills and other psycho-physiological processes, problem solving abilities, conceptual understanding, acquisition of language, moral understanding, and identity formation.

A lot of theoretical perspective have tried to explain „development“. The most famous of them are: Jean Piaget’s stage model, Lev Vygotsky’s social contextualism (and the cultural development theory that derived from it by Michael Cole as well as the ecologic system theory by Urie Bronfenbrenner), Sigmund Freud’s Psychoanalysis („Id, ego, and super-ego “), Albert Bandura’s Theory of social learning, the information processing structure, as used in the cognitive psychology, Erikson’s Psychosocial Theory and Prof. Dr. Claire Graves Theory that is widely used by Ken Wilber and Spiral Dynamics as a further development of the Maslow Pyramid. Many other theories have also added a big part to certain aspects of development. For example, the attachment theory describes inter human relationships and Lawrence Kohlberg describes levels of moral argumentation.

The course examines the biological, cognitive, social, emotional, and moral aspects of development through various theoretical models. The major emphasis is on normal growth and development. Students are expected to gain an understanding of the main theoretical influences upon current developmental research and to be able to compare and contrast theories of development.

PM-K09-DevP2 Developmental psychology – Part 2
Advanced Psychology Knowledge – 3 ECTS - optional

Part 2 is for a deeper exploration and further development of the course subject.

PM-K10-Neur1 Neuroscience & Neuropsychology

Advanced Psychology Knowledge – 2 ECTS - optional

Neuroscience is a link between biology, physics, medicine and psychology. It researches the structure and working of the nervous system and the relationship of neural, behavioural and psychic processes and structures. These are the so called “higher cognitive performances” of the human brain like perception, recognition, thinking, feeling, acting, learning and memory. One of the features of neuroscience is its existence between different sciences and its ability to present and interpret different complex context on different levels. That way findings on the micro-level – e.g. molecular processes- are used to understand processes on the macro level.

A vital part of neuroscience deals with the diagnosis and treatment of brain damage and „diseases“ of the nervous system (e.g. depression, Alzheimer disease). Especially the diagnosis made huge progress by using such non-invasive methods. A lot of those image guided procedures are the reason for recent findings in the neurosciences. One foundation of neurosciences is the Neuro-Biology that researches cellular processes in the nervous system of human beings and animals with methods of biology.

This course will explore the latest developments in Neuroscience.

PM-K11-Neur2 Neuroscience & Neuropsychology – Part 2

NLP Course – 3 ECTS

Part 2 is for a deeper exploration and further development of the course subject.

PM-K12-DiPe1 Differential & Personality psychology

Advanced Psychology Knowledge – 2 ECTS - optional

The general subject of the Differential Psychology component are the key topics in individual abilities and group differences. It deals with the major theories of Personality and Intelligence, associated assessment and research methods, and the traditional areas of group differences.

Personality psychology aims at recognizing the individual in its uniqueness. Since it's early days it tries to grasp, explain and understand the character, temperament and gift of the people. This goal includes the attempt to distinguish one individual from another. To highlight this aspect the area is also called differential psychology.

The course provides knowledge to describe and explain the individual differences in single psychological features and the lasting personal characteristics, to integrate empiric results into a theory of personality and to develop and justify suitable strategies and practical methods of psychological diagnostic.

PM-K13-DiPe2 Differential & Personality psychology – Part 2

Advanced Psychology Knowledge – 3 ECTS - optional

Part 2 is for a deeper exploration and further development of the course subject.

PM-K14-PhEt1 Philosophy of science & Ethics

Advanced Psychology Knowledge – 2 ECTS - optional

The philosophy of science is an area of philosophy that deals with the prerequisites, methods and goals of science and their way of getting insights, with epistemology and the question of how scientific theories develop.

Ethics is an area of philosophy that deals with morals. Ethics are called „practical philosophy“ because it deals with human action.

The purpose of this course is to introduce students to the practice of philosophy and to some of the major figures and issues that have shaped the discipline, to enable them to understand and apply basic principles of logic and critical reasoning, and to introduce them to some of the central problems of metaphysics and epistemology. This includes the major theories in classical and contemporary moral philosophy, current issues and debates in the field of ethics, an analysis of fundamental concepts of science: fact, law, observation, theory, explanation, truth, discovery, progress; methods of scientific reasoning; science and pseudo-science; moral implications of scientific research; science and society and a critical inquiry into life, death, and the meaning of human existence.

PM-K15- PhEt2 Philosophy of science & Ethics – Part 2

Advanced Psychology Knowledge – 3 ECTS - optional

Part 2 is for a deeper exploration and further development of the course subject.

7. Area of Specialisation

In the area of Specialisation we have the courses in Neuro Linguistic Psychology (..N-courses), Coaching (..C-courses), Business (..B-courses) and in Psychotherapy (..P-courses), incl. optional: study relevant Training (..T-courses), study relevant practical Experiences (..E-courses): Internship, professional experience and congress participation and professional Articles (..A-courses): Publications and congress presentation. There are many options to create a preferred profile of specialisation.

The chosen courses need to be in accordance with the basic ideas of the chosen area of specialisation and with the research project of the Master Thesis.

The students take courses in the fields of their specialisation mainly in the second and third semester. This area has a volume of 40 ECTS.

The best time for working with courses in the area of specialisation is the 2nd and 3rd semester.

7.1 Courses in Neuro Linguistic Psychology (NLPsy)

Neuro Linguistic Psychology was officially founded by the International Association of NLP Institutes (IN) and the International Association of Coaching Institutes (ICI) on the third NLP & Coaching World Congress in Croatia end of April 2012 after 2 years of intensive preparation. It is the scientific proven further development of the 40 years old Neuro Linguistic Programming. Students of the Universidad Central de Nicaragua scientifically research the efficacy of the NLP interventions Neuro Linguistic Psychology revives the roots of the old Neuro Linguistic Programming that was developed in the early 70ties at the University of California, USA. In the first 7 years the most successful experts of communication, Dr. med. Fritz Perls (1893 - 1970), Dr. Virginia Satir (1916 – 1988) and Professor Dr. med. Milton Erickson (1901 – 1980) were researched for their extraordinary achievements in the field of psychotherapy on the background of the scientific works by: William James - psychology of perception, Alfred Korzybski - general semantics, Gregory Bateson - systems theory, Albert Bandura - theory of learning, Noam Chomsky – linguistics and many more well known scientists.

Neuro Linguistic Psychology can be used for intra- and interpersonal communication in areas such as health, business, target achievement, psychotherapy, physical exercise, potential development, education, spirituality, vitality, coaching, and many more. Given this history, NLP is fundamentally goal-oriented, systemic, solution-oriented, resource-oriented and effective. It is based on fundamental ideas of Humanistic Psychology and serves Higher Education for the excellence and quality of educational programs and new forms of distant education, for the economic, social and psychological human development of people, for the promotion of social and individual values such as freedom, pluralism, respect for ideas and critical thinking and the search for truth.

For the MA degree in Psychology with a focus in Neuro Linguistic Psychology students need the majority of their ECTS to be closely connected with the subject of Neuro Linguistic Psychology. Courses taken from other areas of specialisation (Coaching, Business, Health), that are relevant for competencies in Neuro Linguistic Psychology, count as well as part of this majority.

NLP is an area of specialisation and at the same time it includes basic knowledge for all areas of specialisation too.

PM-N01-NVal1 NLP: Values

Neuro Linguistic Psychology (NLP) Course – 2 ECTS

Values are your personal standards. They let you know what is important to you. All of us have Values but only some of us are aware of what our deepest Values are. Your Values are the fundamental principles you live by. They are your own private, personal and individual beliefs about what is most important. Your Values are your belief systems about right, wrong, good and bad. Values are needed to move forward in life. When you live up to them through your behaviour in the present they provide a feeling of congruity or personal wholeness and unity.

In the business world there are corporate Values (or cultures) which must be subscribed to if you want to get promoted.

In your personal life there are family Values which are one of the things that distinguish your family from others and religious and cultural Values that make life worth living.

Your environment plays a role in establishing Values, starting when you were just a baby. Your father and, especially in traditional families, mother, play the biggest role in programming most of your original Values. They constantly expressed their Values when telling you what they did and did not want you to do, say, and believe. If you accepted their Values you were probably rewarded; you were a good boy or girl. If you rejected them, you were in trouble; you were a bad kid. In some families, if you continued to reject your parents' Values, you were punished. In fact most of your Values have been programmed through a punishment - reward technique.

As you got older peer groups were another source of Values. Throughout your life you have constantly entered into new peer groups and accepting new Values or blending or installing your own Values in others.

Our Values also change when we change goals or self-image. The challenge for most people is that many of these Values are subconscious, and much of the conflict that people have in their lives results from conflicting Values.

Values provide energy for your to achieve your outcomes. If something is important enough you will usually have time for it. Values are important when we buy things, consequently knowing someone's buying criteria will clearly make selling to them easier. Working with people involves Values all the time.

In this course we explore the influence of Values, different categories of Values and different methods to change limiting Values in all areas of live.

PM-N02-NVal2 NLP: Values – Part 2

Neuro Linguistic Psychology (NLP) Course – 3 ECTS

Part 2 is for a deeper exploration and further development of the course subject.

PM-N03-NBel1 NLP: Beliefs

Neuro Linguistic Psychology (NLP) Course – 2 ECTS

We often take our Beliefs about reality as true, without questioning them. They may seem self-evident and appear in our minds as statements of fact or as being far too obvious to warrant further examination. As Schopenhauer pointed out, our beliefs can be like fences that surround us limiting our reality.

We accept the suggestions of another only if they fit in with our own ideas about the nature of reality in general, and our concepts about ourselves in particular.

If you adopt the NLP presupposition that the map is not the territory, you will realize that your most cherished Beliefs are only one way of drawing the map. Many false Beliefs are indiscriminately accepted simply because we have never examined them. In some cases people have been taught to accept only data coming from the outside and set up barriers against inner knowledge.

Our Beliefs about what is desirable and what is not, about what is good and what is evil, cannot be separated from the condition of our bodies. Our ideas and values can help us achieve good health or bring about disease, can bring success or failure, happiness or sadness. Beliefs are often at the root cause of serious problems and working with them can bring about miraculous changes. When we hold a strong Beliefs in something we automatically block anything that does not conform to that Beliefs because it is just not our map of the world. Limiting Beliefs are the ones that hold you back and prevent you from achieving what you want. Often these Beliefs are out of conscious awareness and therefore can be difficult to deal with. It is like trying to escape from your own shadow, they are always there. A limiting Beliefs is usually an imprint from an emotionally intense situation in which you had very few personal resources available.

Thanks to the creative genius of Robert Dilts we now have a collection of very powerful NLP tools for identifying, modifying and changing our own Beliefs and those of others. Mastery of Belief change opens many doors for personal growth. Beliefs are sometimes expressed very subtly and may be imbedded in presuppositions and double binds where a large part of the message is deleted. Signs of incongruence may also indicate belief conflicts. In many cases the root beliefs are formed due to conclusions drawn based on very limited information and can seem rather childish when recovered. Indeed they are usually made when you were a child with a child's reasoning.

In this course we explore the influence of Beliefs, different categories of Beliefs and different methods to change limiting Beliefs in all areas of live and the connection between Beliefs and Values.

PM-N04-NBel2 NLP: Beliefs – Part 2

Neuro Linguistic Psychology (NLP) Course – 3 ECTS

Part 2 is for a deeper exploration and further development of the course subject.

PM-N05-NMeP1 NLP: NLP-Meta-Programs

Neuro Linguistic Psychology (NLP) Course – 2 ECTS

NLP-Meta-Programs are mainly unconscious inner cerebral filters that guide and govern human processing of information as well as overall behaviour. Mastering those patterns of informational processing and behaviour can be a key factor for successful performances in private as well as in business life.

During the process of socializing and individualizing, we do not only create patterns of behavior that determine the way of how we immediately react in an unreflected way, but also patterns that generally determine the way of how we process information of any kind. Those patterns that determine not only immediate and unreflected reactions but far more the way how information is processed are called in NLP “NLP-Meta-Programs” – programs over programs – meaning processes structuring and determining other processes. Once created, NLP-Meta-Programs have control over human behavior as well as over behavior patterns. Moreover these

NLP-Meta-Programs are amongst the most powerful and at the same time unconscious inner structures that influence our dealing with information and consequently our behavior patterns and behavior as such. On that basis we can define NLP-Meta-Programs as powerful and unconscious inner filter-instances that influence human processing of information and consequently human patterns of behavior and behavior itself.

In this course we explore the influence of NLP-Meta-Programs, different categories of NLP-Meta-Programs and different methods to change limiting manifestations of NLP-Meta-Programs in all areas of life and the connection between Beliefs, Values and NLP-Meta-Programs.

PM-N06-NMeP2 NLP: NLP-Meta-Programs – Part 2 **Neuro Linguistic Psychology (NLP) Course – 3 ECTS**

Part 2 is for a deeper exploration and further development of the course subject.

PM-N07-NMod1 NLP: Modelling **Neuro Linguistic Psychology (NLP) Course – 2 ECTS**

Modelling is the process how NLP started. Richard Bandler first modelled the successful thinking and behaviour of Dr. med. Fritz Perls (1893 - 1970), the founder of Gestalt Therapy. How did Fritz Perls produce such stunning results with his clients in such a short time? Richard Bandler watched the behaviour of Fritz Perls and started to behave himself in the same way in order to learn the patterns of Fritz Perls. Then he discussed this with his linguistic professor Prof. Dr. John Grinder at the University of California in Santa Cruz,. Prof. Dr. John Grinder tried to replicate the success patterns of Fritz Perls too. They both discussed this with the famous Gregory Bateson who wrote the foreword of their first NLP book: "Frogs into Princes". Then Leslie Cameron, and Judith DeLozier participated in this project and they all modelled Dr. Virginia Satir (1916 – 1988) and Professor Dr. med. Milton Erickson (1901 – 1980). When Robert Dilts joined this group he enriched NLP with the modelling of Walt Disney, Einstein, Mozart, Jesus and Bandler himself too.

Through modelling highly successful experts in their field Richard Bandler, John Grinder, Leslie Cameron, Judith DeLozier and Robert Dilts developed the basic foundation of NLP in the first 7 years of NLP at the University of California in Santa Cruz on the background of the scientific works by: William James - psychology of perception, Alfred Korzybski - general semantics, Gregory Bateson - systems theory, Albert Bandura - theory of learning and Noam Chomsky – linguistics.

Modelling is the process of creating useful "maps" (descriptions of the structure of experience) of human abilities. Finding patterns and developing models is the essence of NLP. Like so many other things in NLP, modelling can be many things. From time to time a debate erupts about what modelling really is, or what it should be. There are in fact many ways to model. We have all successfully modelled several useful behaviours like walking. Everyone modelled or figured out how to speak flawlessly without having any formal learning apart from a very patient mother. You can model a concept such as excellence in leadership. This could be the basis for a whole career as a management consultant. For example Stephen Covey's "Habits of highly effective people" is essentially a modelling project that has become a worldwide success. Modelling effective and successful people can be a very rewarding project.

This course aims to provide an opportunity for people who would like to learn and explore the true essence of NLP. It offers the basic NLP modelling methodologies. However, it is important

to always keep in mind how what you learn relates to what your modelling project is. Through modelling it is easy to get caught up in the excitement of learning something new.

PM-N08-NMod2 NLP: Modelling – Part 2

Neuro Linguistic Psychology (NLP) Course – 3 ECTS

Part 2 is for a deeper exploration and further development of the course subject.

PM-N09-NSMa1 NLP: Self management

Neuro Linguistic Psychology (NLP) Course – 2 ECTS

Self management is about managing your emotional states. Therefore self management is state management. It includes the handling of thinking-processes, emotions, perceptions and impulses to act. From the point of view of NLP the most important attitude is to bring yourself first into a good state before you make important decisions. We say in NLP: "If that what you are doing doesn't have the effect you would like to, then do something else." or "Change your behaviour until you get the reaction, closest to you desired aim." or "If you are always doing what you always did, you will always get, what you were always getting." If people want to learn NLP, because they want other people to be different, then it becomes clear to them very fast, that the easiest way to get a different reaction is, to change themselves.

The course introduces to the basic terms of self management with NLP. The emphasis is put on the orientation on outcome and resources as well as on inner images, soliloquy (from Latin: "talking by oneself") and accompanying feelings of self esteem. It includes NLP-techniques conveying self management: from problem to outcome frame, SCORE-technique, circle of personal excellence, VAK-trance, perception of other people's excellence.

PM-N10-NSMa2 NLP Self management – Part 2

Neuro Linguistic Psychology (NLP) Course – 3 ECTS

Part 2 is for a deeper exploration and further development of the course subject.

PM-N11-NBoL1 NLP: Body language

Neuro Linguistic Psychology (NLP) Course – 2 ECTS

The course introduces to the theory and advanced use of basic techniques of body language with NLP. The emphasis is put on rapport and pacing-leading as well as on the awareness of connections between posture, body movement, gesture, facial expression, respiration, speech rate, pitch and volume, the connection between changes in the process of thinking and accompanying body language and on the use of NLP-techniques conveying closeness, confidence, adaptation to others, understanding for others and change of perspectives including backtrack and verbalisation of emotional experiences as well as empathy. We exemplarily discuss the versatility applicable NLP-technique: 1.2.3. position. Particularly interesting is the insight, that this basic pattern is comparably effective and efficient in use in organisational development, coaching and therapy. Thus students become aware of the versatility of NLP-techniques.

PM-N12-NBoL2 NLP: Body language – Part 2

Neuro Linguistic Psychology (NLP) Course – 3 ECTS

Part 2 is for a deeper exploration and further development of the course subject.

**PM-N13-NSMA1 NLP: SMART Outcome / Motivation work
Neuro Linguistic Psychology (NLP) Course – 2 ECTS**

The course introduces to the theoretical and practical basics of motivation and outcome formulation. Motivation is basically created by the presentation of images to the brain. In order to create motivation the brain needs a precise context specific sample depicting the situation, when the outcome is realised, the sample has to be measurable, visually, auditory and kinaesthetically attractive to the brain, fulfil the criteria of self-initialisation and with a definite time frame.

To illustrate motivational work the following NLP techniques are introduced: SMART, Chunking, New Behavior Generator and Logical Levels.

**PM-N14-NSMA2 NLP: SMART Outcome / Motivation work – Part 2
Neuro Linguistic Psychology (NLP) Course – 3 ECTS**

Part 2 is for a deeper exploration and further development of the course subject.

**PM-N15-NAnc1 NLP: Anchoring / Change History
Neuro Linguistic Psychology (NLP) Course – 2 ECTS**

The course introduces to the theoretical and practical basics of anchoring in NLP. Here we refer to the dog experiments by Pavlov. An anchor in NLP is a connection between an external stimulus and an internal condition within a person. Such stimuli are consciously and versatility used in advertisement. Also in therapy anchoring plays an important role.

To illustrate anchoring the following NLP techniques are introduced: „TIGER“-steps as a precondition of successful anchoring, Change History and Inner Child. Here it will be explicitly experienced how events of the childhood have concrete emotional effects on future life and especially to what extend these stimulus-reaction-pattern are modifiable.

**PM-N16-NAnc2 NLP: Anchoring / Change History – Part 2
Neuro Linguistic Psychology (NLP) Course – 3 ECTS**

Part 2 is for a deeper exploration and further development of the course subject.

**PM-N17-NRef1 NLP: Reframing
Neuro Linguistic Psychology (NLP) Course – 2 ECTS**

The course introduces to the theoretical and practical basics of Reframing in NLP.

To illustrate Reframing the following NLP techniques are introduced: meaning and context Reframing, Reframing and 6-Step-Reframing for employee meetings, positive intention behind disturbing behaviour, Reframing and 6-Step-Reframing in the therapeutic setting.

**PM-N18-NRef2 NLP: Reframing – Part 2
Neuro Linguistic Psychology (NLP) Course – 3 ECTS**

Part 2 is for a deeper exploration and further development of the course subject.

**PM-N19-NSub1 NLP: Submodalities
Neuro Linguistic Psychology (NLP) Course – 2 ECTS**

The course introduces to the theoretical and practical basics of submodalities in vision, hearing and touch in NLP.

To illustrate Submodalities the following NLP techniques are introduced: submodality transfer of positive memories on negative memories, Swish and Fast-Phobia-Technique. This enables students to help people organising their inner world of images in order to activate helpful inner states.

PM-N20-NSub2 NLP Submodalities – Part 2

Neuro Linguistic Psychology (NLP) Course – 3 ECTS

Part 2 is for a deeper exploration and further development of the course subject.

PM-N21-NMeM1 NLP Meta-Model

Neuro Linguistic Psychology (NLP) Course – 2 ECTS

The course introduces to the theoretical and practical basics of the Meta Model in NLP. Meta-Model questioning techniques help to effectively question hindering generalisations, cause-effect-entanglements and modal operators, coping with hindering convictions.

This enables students to explore hindering convictions and to change them via skilful questioning.

PM-N22-NMeM2 NLP Meta-Model – Part 2

Neuro Linguistic Psychology (NLP) Course – 3 ECTS

Part 2 is for a deeper exploration and further development of the course subject.

PM-N23-NMiM1 NLP Milton Model

Neuro Linguistic Psychology (NLP) Course – 2 ECTS

The course introduces to the theoretical and practical basics of the Milton-Model in NLP.

To illustrate the Milton-Model the following NLP techniques are introduced: Trance and methods of hypnosis and trance with 3 objects. creative means of utilisation

This enables students to inducing trance.

PM-N24-NMiM2 NLP Milton Model – Part 2

Neuro Linguistic Psychology (NLP) Course – 3 ECTS

Part 2 is for a deeper exploration and further development of the course subject.

PM-N25-NTiL1 NLP: TimeLine

Neuro Linguistic Psychology (NLP) Course – 2 ECTS

The course introduces to the theoretical and practical basics of TimeLine in NLP. TimeLine is a method to explore the internal image of events. Some people structure their inner time being always associated in the here and now. Other people structure their time rather dissociated and thus obtain an overview of past, present and future events. The different organisation might easily lead to misunderstandings. It is also culturally formed.

To illustrate the use of TimeLine in NLP the following NLP techniques are introduced: different internal organisational modi of time and its use for communication

This enables students to increase their flexibility in coping with different internal structures of time.

PM-N26-NTiL2 NLP: TimeLine – Part 2

Neuro Linguistic Psychology (NLP) Course – 3 ECTS

Part 2 is for a deeper exploration and further development of the course subject.

PM-N27-NStr1 NLP: Strategy

Neuro Linguistic Psychology (NLP) Course – 2 ECTS

The course introduces to the theoretical and practical basics of the strategies in NLP. NLP has been developed on the investigation of strategies of especially successful communicators such as Fritz Perls, Virginia Satir and Milton Erickson. This lecture points out how NLP has been developed on the basis of the investigation of mental success strategies.

To illustrate strategies the following NLP techniques are introduced: Micro and Macro Strategies, Disney Strategy.

This enables students to influence organisational developing processes and business development and to apply the Disney-Strategy to the further development of their personal future plans.

PM-N28-NStr2 NLP: Strategy – Part 2

Neuro Linguistic Psychology (NLP) Course – 3 ECTS

Part 2 is for a deeper exploration and further development of the course subject.

PM-N29-NMet1 NLP: Metaphors

Neuro Linguistic Psychology (NLP) Course – 2 ECTS

The course introduces to the theoretical and practical basics of the use of Metaphors in NLP. Metaphoric stories are ancient ways of learning in many cultures. Fairy tales are metaphorical stories following certain rules of success. With the help of NLP it is possible to elaborate these rules and to apply them purposefully.

To illustrate the use of Metaphors the following NLP techniques are introduced: promising metaphor formation, metaphoric stories

This enables students to use Metaphors and metaphoric stories via the integration of trance and the structure of NLP-techniques.

PM-N30-NMet2 NLP: Metaphors – Part 2

Neuro Linguistic Psychology (NLP) Course – 3 ECTS

Part 2 is for a deeper exploration and further development of the course subject.

PM-N31-NDiS1 Advanced NLP Disney Strategy

Neuro Linguistic Psychology (NLP) Course – 2 ECTS

The course introduces to the theoretical and practical basics of the NLP Disney Strategy. NLP has been developed on the investigation of strategies of especially successful communicators. Robert Dilts has developed the NLP Disney Strategy through modelling the famous Walt Disney.

This course enables students to use the NLP Disney-Strategy and accompanying Coaching for the further development of their personal future plans and their true study motivation on a very deep level.

PM-N32-NDiS2 Advanced NLP Disney Strategy – Part 2

Neuro Linguistic Psychology (NLP) Course – 3 ECTS

Part 2 is for a deeper exploration and further development of the course subject.

PM-N33-NPre1 NLP Presentation skills

Neuro Linguistic Psychology (NLP) Course

This course addresses the basic NLP presentation skills like rapport, dealing with incongruencies, VAK-language, anchoring, reframing, metaphors, Value pacing, changing Beliefs, Trance utilisation, Meta-Modell questioning, sleight of mouth (NLP rhetoric)... for all kind of presentation. There are many very different opportunities for presentations in the sense of showing and explaining the content of a topic or an opinion or how we feel to someone else or an audience. We present in many areas: every day live, education, business, training seminars, public speaking and for many reasons: learning, motivation, sales, promotion, political success, social help programs, healthcare, sermon, fund raising, our staff, our boss, our partner...

In all kinds of presentations we most of all present ourselves in every interaction with other people. Therefore in the field of Psychology and communication body language is a main topic in presentation: posture, body movement, gesture, facial expression, respiration, speech rate, pitch and volume. Persuasion and rhetoric techniques are part of presentation too. They do not work just as technique but through the person using them. Like everything that works these techniques can be misused or used helpfully. Here are ethical aspects very important.

With NLP you bring yourself right before you present in the emotional state of a Moment of Excellence (NLP technique). In preparing your presentation you might use the NLP New Behavior Generator or the NLP Logical Level Alignment. If you have any irritation with your imagination of you presenting excellent, then it is helpful to take a closer look at your believes and values and your unconscious opinions regarding this topic. Here are NLP techniques like Change History, 6-Step-Reframing, Core-Transformation TimeLine, Re-Imprint, Change-Believe-Cycle very powerful.

This course addresses as well advanced presentation skills for people who give speeches or trainings: Use of the presentation space: Where to present from, where to listen and where to criticise, Content and Personal Metaphor: How to include the right part of the brain, What exactly is the content of the presentation?: Overview, Where does it come from?: History, How do we work together here?: Atmosphere, What is it good for?: Solutions, What if?: Exceptions, Loops: Content sequences...

PM-N34-NPre2 NLP Presentation skills – Part 2

Neuro Linguistic Psychology (NLP) Course – 3 ECTS

Part 2 is for a deeper exploration and further development of the course subject.

PM-N35-NMed1 NLP and the use of media

Neuro Linguistic Psychology (NLP) Course

This course is for the special use of flip charts, power point and the change of media. Usually after 10 minutes our audience gets stressed or bored. To day in the time of YouTube people are used to short attention spans. Therefore it is helpful to change your medium all 10 minutes: Power Point (visual), metaphor (auditory), exercise (kinaesthetic), fantasy, facts, joke, flip chart (7x7 rule), address someone from the audience... and make your main message clear at least in 7 different ways... and You never get a second chance to make a first impression.

This course is about the intelligent use of different media and how to mix it best.

PM-N36-NMed2 NLP and the use of media – Part 2
Neuro Linguistic Psychology (NLP) Course – 3 ECTS

Part 2 is for a deeper exploration and further development of the course subject.

PM-N37-NGra1 NLP and the Graves Model for Presentation
Neuro Linguistic Psychology (NLP) Course

The Graves Model is a diagnostic and intervention tool conceived for the development of the wonderful potential in individuals, groups, companies, organizations, and nations. It explains the classical changes in values, understanding and behaviour in the cultural history of mankind. This change, which took place over thousands of years, has evolved even faster in the last 100 years.

The Graves Model provides insight into the structure of this change and into ways of supporting peaceful change processes and can be used as a tool for anticipating, supporting and accompanying future human and social developments. It is fascinating that these processes can be found both on the micro level of socialisation of individuals and on the macro level of entire nations. In its core, the Graves Model states that specific value systems have developed as a reaction to certain living conditions, which control human understanding and behaviour as perception filters and explanation templates. As living conditions develop, so does interpersonal understanding and behaviour. It is as if on each Graves level a wider range of the infinite human potential is activated and made available for both the individuals as they increase their range of thinking options, their understanding and courses of action, and mankind. The Graves Model deals with the development of the positive human potential on all levels.

When preparing a speech, it is helpful to integrate some elements from each Graves level. While presenting, it is worthwhile to activate the non-verbal possibilities of expression belonging to the respective element. That animates the lecture, attracts the listeners and addresses them on a very deep level. Depending on the audience, one goes only one stage further than the stage on which one estimates the audience to be.

This course is about rapport to main value systems while presenting a speech or presentation.

PM-N38-NGra2 NLP and the Graves Model for Presentation – Part 2
Neuro Linguistic Psychology (NLP) Course – 3 ECTS

Part 2 is for a deeper exploration and further development of the course subject.

7.2 Courses in Coaching

For Coaching it is helpful to use the basic knowledge of NLP like values, beliefs, meta-programs, modelling, self management, body language, outcome, anchoring, reframing, sub-modalities, Meta model, Milton model, TimeLine, strategy and metaphors.

For the MA degree in Psychology with a focus in Coaching students need the majority of their ECTS be closely connected with the subject of coaching psychology. Courses taken from other areas of specialisation (NLP, Business, Health), that are relevant for competencies in coaching psychology, count as well as part of this majority.

The Coaching courses contribute to the enhancement, stabilization and expansion of NLP and other methods. The following content is covered: Where does coaching come from, how does it work, when take people the opportunities for coaching, what is a coach, what is the value of their own field of competence. This includes also the study of knowledge about human images, models of human development theories, self-esteem, the systemic perspective, conflict theory, methods for conflict work, empathy (when is it helpful, when harms empathy), ...

The best time for working with these courses is the 2nd and 3rd semester.

PM-C01-CDev1 Development of Coaching

Coaching Course – 2 ECTS

A coach is somebody who has learned to professionally support individuals and groups to effectively develop and efficiently realize self defined goals. A coach always works from the same “eye level”, designs the process as a dialogue and considers the equality of the coachees up front. For the coaching process he uses proofed methods for professional communicative competence in areas like, self management, systemic thinking, body language, questioning techniques, limiting believes, motivation, conflict management, and rhetoric, unconscious parts of the personality, inner pictures, internal dialogue, trance, success strategies, time management, metaphors, values, group dynamics, psychology, and health.

In the 60s the educationist and tennis expert Timothy Gallwey created a new focus in coaching that he called “the inner game”. In his own words he said: “The opponent in one’s own head is always stronger than the one on the other side of the net.”

From Gallwey’s point of view a coach should not only help an athlete to optimize his or her technical skill but also help him to eliminate the inner obstacles or to minimize them to discover an unexpected talent. Even as he encounter a lot of scepticism in the beginning, Gallwey’s approached prevailed and is now one of the fundamental roots of the coaching we see today.

This course focuses on the beginning of Coaching from extraordinary accomplishments to evolutionary process Coaching and on the theories that affected this development.

PM-C02-CDev2 Development of Coaching – Part 2

Coaching Course – 3 ECTS

Part 2 is for a deeper exploration and further development of the course subject.

PM-C03-CFun1 Fundamentals of Coaching

Coaching Course – 2 ECTS

Basically coaching deals with change, inner growth and life quality, which is connected to a certain frame of topics by integrating personal experiences.

Concerning its application coaching undergoes an expansion. Besides the professional context, coaching is offered for all parts of life, where the development of appropriate allocated forms is

necessary. The reason for that expansion is possibly that more and more people are looking for support for their growth or desired changes without raising suspicion on having psychological problems.

Traditionally there are three ways of coaching: personal coaching, team coaching and co-worker coaching. In Germany personal coaching by an external coach is the most famous of the three. Team coaching means the professional support of a team by an external coach. In co-worker coaching the coach is the superior of the coached co-worker or team.

On the coaching market two kinds of coaches can be found: those who work method based and those who know a bit of everything.

Up to now some surveys on the experiences with coaching have been conducted.

In the coaching Survey 2005, a study of the iSL (Sozialforschung und Evolution Management), 210 HR (Human Resources) employees in Germany, Switzerland and Austria were asked about the coaching that was done in their company. The study stated an outstanding level of contentment. More than 25% of all the included companies said, that they wanted to invest more money in coaching.

In February 2008 the first European coaching Survey 2007/08 was published. Interesting results: In the UK and Germany coaching is most popular. In the UK coaching is considered to be a process-orientated procedure and is desired content of the Management- and Leadership culture. In Germany the difference between coaching and consulting is not that well established. Coaches face expectations as advisors and experts. A little shift towards process orientation seems to start.

A coach listens and understands.

A coach asks questions to get the client to think.

A coach finds solutions with the client and trusts in the coachees abilities.

A coach works constantly on his personal development.

As a coach you should never force the client into a certain behavior or to present him the „always-right“ solution. By doing so you would project your world view and could not recognize chances that exceed it.

This course focuses on the Fundamentals of Coaching.

PM-C04-CFun2 Fundamentals of Coaching – Part 2

Coaching Course – 3 ECTS

Part 2 is for a deeper exploration and further development of the course subject.

PM-C05-CPro1 Coach profile

Coaching Course – 2 ECTS

The profile of a coach includes content and way of presenting his offers on the market. A coaching conception is the summary of the offer. It is inspiring for the design of websites or flyer and it is helpful when a prospective client wants to acquire more information about coaching.

Elements of a coaching conception are:

What is my self-image as a coach on those logical levels? (Robert Dilts)

What would be my favourite procedure of a coaching?

Under which circumstances would I recommend another coach or therapist?

How are goals, planning and successes being recorded?

How are agreements being recorded?

How many coaching sessions in what period and timely manner are agreed upon?

Where do those coachings take place?
How high is the coaching fee and possible expenses?
Which payment regulations have been agreed upon?
Which agreements have been made in case of cancellation or late arrivals?
Who is liable under which circumstances?
Has the understanding of secrecy been communicated? What does the client come to know before the coaching begins?
What does he come to know about the methods used by the coach?
How does the coach markets himself?
What are my limits as a coach and how do I make sure that they persist?
How do I as a coach deal with problems in the coaching?
How do I organize my professional further training as a coach?
What signals do I as a coach expect for the transfer of responsibility?
How do I ensure the real voluntariness while doing contract coaching for companies?
Is there a final-, evaluation- and reflection-session?
Do I have a questionnaire for my self-evaluation?
Which answers do I want to give my client in writing?

This course focuses on the Coach profile.

PM-C06-CPro2 Coach profile – Part 2

Coaching Course – 3 ECTS

Part 2 is for a deeper exploration and further development of the course subject.

PM-C07-DSCT1 Differences and similarities between Coaching and Therapy

Coaching Course – 2 ECTS

Coaching is more resource-, solution- and outcome oriented.

Therapy is more symptom- and past orientated.

The topic is less important than the severity of the concernment of the coachee about the event that got him to see the coach in the first place and to decide whether or not a therapy or a coaching is more appropriate. A severe illness, for example, can mean for some, to deal with the quality of his or her own life. In this case, coaching is appropriate. While for the man (or woman), whose world collapses a therapy is the better choice.

This course focuses on the differences and similarities between Coaching and Therapy.

PM-C08-DSCT2 Differences and similarities between Coaching and Therapy – Part 2

Coaching Course – 3 ECTS

Part 2 is for a deeper exploration and further development of the course subject.

PM-C09-CSet1 Setup and Progression of Coaching

Coaching Course – 2 ECTS

Short coaching takes place within one double period or 1-2 days with four to six sessions with 100 minutes each. For the coachee this is like a „momentum impulse with a long term effect“ and can be very valuable. „Double period“ coaching of 100 minutes is normally focused on conflict consulting and decision guidance. In conflict consulting it is recommended to take different

perspectives to understand the consequences and costs of any decision on a broader level. Is it a career consulting or a question of re-orientation it is good to get necessary information (e.g. CV) prior to the coaching and to agree about the different tasks before the actual coaching starts?

"One day or two days coaching" are often equipped with a large goal catalogue by the coachees. This coaching is normally chosen by people who have to cross a reasonable distance to get to the coach. For this kind of consulting it is also recommended to talk things on the telephone or to exchange emails prior to the coaching. It is good to have things like the CV, roll catalogs or organigrams of the client at hand, to get an understanding of him or her. This way it is easier for the coach, to touch the relevant points.

Short coachings are normally the result of a recommendation that somebody gave the coachee. It is crucial, that the coachee has the opportunity to learn more about the coach through flyers, a website or a concept. Short coachings are charged from the first lesson on.

The coaching process: Initial talk, Problem analyses, Outcome, working plan, blueprint Development and assessment of the solution for the problem, Discussion of the difficulties, successes and modifications, Implementation, Evaluating the coaching process together.

Aspects of the written contract: Numbers, places and dates of the appointments, Intervals between the appointments and the total time, Involved persons, Obligation of secrecy, Fee / Expenses, Accounting and method of payment, Agreement on the costs for the cancellation of appointments, Liability issues

Extent of coaching: Usually a coaching lasts for five to ten sessions. Coaching can help to accompany not only outcome orientated work, but also a process of change, when the coachee puts his life into a new order and wants to work on a long-term process. Every work on outcomes in one area has an effect on the whole life of the coachee. Sometimes this can lead to an extension of the coaching process. The process will be used for balance, fulfilment and purpose. Balance is not a constant state, but one that always needs to be re-created. The easiest way to do so is to realize our fulfilment and purpose and let them rule the daily actions. This leads to a certain effortlessness, because the person acts out of a place where he feels at home, where he realizes and lives his uniqueness. Such a coaching process can extend over months e.g. once a month, we call this „life quality coaching“.

This course focuses on the Setup and Progression of Coaching.

PM-C10-CSet2 Setup and Progression of Coaching – Part 2 Coaching Course – 3 ECTS

Part 2 is for a deeper exploration and further development of the course subject.

PM-C11-CEff1 Effects in Coaching Coaching Course – 2 ECTS

Scientific research names 4 mechanism of action, that ad to the positive evaluation of the consulting by the client, patient, test person or coachee: He offers answers, explanations and metaphors. He asks for feelings. He is outcome oriented. He accompanies resource orientated.

Scientific research names also 4 mechanisms of action that play a key role in the implementation of changes and that need to be guaranteed: the experience of freedom, security, belonging and recognition.

A relationship between Coach and Coachee develops in 4 stages or 4 levels of rapport. The levels relate to the continuing change to security and trust and the rising involvement of the coachee.

This course focuses on the effects in Coaching.

**PM-C12-CEff2 Effects in Coaching – Part 2
Coaching Course – 3 ECTS**

Part 2 is for a deeper exploration and further development of the course subject.

**PM-C13-CEmp1 Empathy - advantages and risks
Coaching Course – 2 ECTS**

The better a coach takes care of a professional separation between the coachee and himself the stronger will be his honest empathy and attendance that will be a benefit to the process.

Empathy describes the ability to put oneself into the feelings or attitudes of other humans. This is an essential skill in the relationship between coach and coachee. At the same time empathy demands high attention by the coach for his own state. Emotions are highly infectious. Empathy can be helpful, to understand the map of the coachee but it can be a disadvantage, when the coach is in recourse less state. Empathy is a two-way form of communication; a coachee also feels empathically, what the coach feels.

The best tool to assess your own situation is self-awareness, body consciousness and a good common sense. The broader your understanding is, which state the coachee evokes in you, the bigger is your choice to optimize or minimize it, depending on what works best for the coaching on the whole.

This course focuses on the advantages and risks of empathy in Coaching.

**PM-C14-CEmp2 Empathy - advantages and risks – Part 2
Coaching Course – 3 ECTS**

Part 2 is for a deeper exploration and further development of the course subject.

**PM-C15-CHeJ1 The Coachee in mythology – the heroes' journey
Coaching Course – 2 ECTS**

A Coach sees his client as a hero and not as a broken victim. The coachee is the hero, the coach is the protective companion on the journey of the hero to the next level of personal growth.

According to Campbell all stories and legends about „heroes“ have the same basic structure. This he calls the “quest of the hero”. Prior to this quest is a certain lack, a problematic situation. This is a state that is not at all pleasant and forces the hero to start his quest to find the elixir or whatever is necessary to bring the balance back.

The quest of the hero: 1. Hearing the call. 2. Accepting the call. 3. Breaking the limits. 4. Finding of a Guard or a mentor. 5. Facing the challenge. 6. Turning the challenge into a recourse or an advice or into both. 7. Completing the task one was called to do. 8. Returning home

This course focuses on the Coachee in mythology – the heroes' journey in Coaching.

**PM-C16- CHeJ2 The Coachee in mythology – the heroes' journey – Part 2
Coaching Course – 3 ECTS**

Part 2 is for a deeper exploration and further development of the course subject.

**PM-C17-CSyT1 System theory (Bateson)
Coaching Course – 2 ECTS**

The systemic point of view uses the model of the control circuit from cybernetics to explain inner-systemic processes. The control circuit points to the interdependency between the every person that is concerned. Norbert Wiener (1894-1964), a mathematician and founder of the term cybernetic defined the term as a science of „ruling and signal transmission in living beings and machines.“

Systems-theoretical-constructive approaches see the elements of a system as being linked to each other and influence each other. Conflicts are created by the cause-effect relationship between elements of the system. It involves Emergence, Autopoiesis Contingency.

Systemic coaching is a great challenge to expand the perspective and the time horizon. It is useful for a coach to understand his own mental models of systems because they can be used for the understanding of other systems.

This course focuses on System theory in Coaching.

**PM-C18-CSyT2 System theory (Bateson) – Part 2
Coaching Course – 3 ECTS**

Part 2 is for a deeper exploration and further development of the course subject.

**PM-C19-CSyI1 Systemic interventions
Coaching Course – 2 ECTS**

Systemic Coaching is a process about detecting relationships interactions (behaviour in interpersonal relationships) and to interpret them. Not the actions of individuals should be interpreted but the recognizable pattern that occurs between people in the observed interaction. If one attempts, however, to describe an interaction only on traits of a single person with its individually occurring properties, one neglects the contextual, situational behaviour that is created by these people together.

Nobody is "dependent", "fatalistic", "powerful", and „powerless" in a vacuum. These characteristics do not describe a person's behaviour, but the relationship that has developed between people.

This course focuses on the principles that guide the work in Systemic Coaching.

**PM-C20-CSyI2 Systemic interventions – Part 2
Coaching Course – 3 ECTS**

Part 2 is for a deeper exploration and further development of the course subject.

7.3 Courses in Business Psychology

Business Psychology is also called Industrial and Organizational psychology (I/O) or Work and Organizational psychology (W&O). It is the scientific study of manager, employees, workplaces, organizations and change, including management ethics, values, motivation, management theories, knowledge management and change management. Students are offered to learn diagnostic skills, intervention skills and professional management competencies. For the needed soft skills in Business Psychology, including employability, it is helpful to use the basic knowledge of Neuro Linguistic Psychology (NLP) like values, beliefs, meta-programs, modelling, self management, body language, outcome, anchoring, reframing, submodalities, Meta model, Milton model, TimeLine in the context of the business area.

In the area of NLP students find for example how meta programs are used for assessment or profiling, in Coaching we have with the further development of the Maslow Pyramid through Prof. Dr. Clare Graves a business diagnostic and motivation instrument and in the area of Health and Clinical we have the discussion about burn-out, work-live-balance and special problematic personality traits.

For the MA degree in Psychology with a focus in Business Psychology students need the majority of their ECTS to be closely connected with the subject of Business Psychology. Courses taken from other areas of specialisation (NLP, Coaching, Health), that are relevant for competencies in Business Psychology, count as well as part of this majority.

The best time for working with these courses is the 2nd and 3rd semester.

PM-B01-ELPC1 Ethical, Legal and Professional Contexts of Business Psychology Business Psychology – 2 ECTS

Business Psychology graduates should have knowledge of, and should behave in accord with, relevant ethical, legal, and professional business guidelines, e.g.: the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct, the Equal Employment Opportunity Commission Uniform Guidelines on Employee Selection Procedures, the Specialty Guidelines for the Delivery of Services by Industrial-Organizational Psychologists, the Principles for the Validation and Use of Personnel Selection Procedures, the Standards for Educational and Psychological Tests, ...

PM-B02-ELPC2 Ethical, Legal, Professional Contexts of Business Psychology - Part 2 Business Psychology – 3 ECTS

Part 2 is for a deeper exploration and further development of the course subject.

PM-B03-WPAD1 Work Psychology: job and work analysis and design Business Psychology – 2 ECTS

This course is about the main psychological concepts, theories, research findings and best practice on work as an individual and collective activity, job and task design and the humanization of work.

It covers the mental, physical and social processes involved in goal-directed action and various personal and situational conditions and concomitants, the design and improvement of work methods and competence development including the (re)design of work and the optimization of human work activity.

**PM-B04-WPAD2 Work Psychology: job and work analysis and design - Part 2
Business Psychology – 3 ECTS**

Part 2 is for a deeper exploration and further development of the course subject.

**PM-B05-PHRM1 Personnel Psychology and human resources management
Business Psychology – 2 ECTS**

This course is about the main psychological concepts, theories, research findings and best practice concerning human resources management, work careers and the employment relationship.

It covers career development within a life-span perspective including needs, values, interests, goals, career anchors, competencies, life span, career stages, career transitions, career choice, types of careers, job insecurity, unemployment, organizational entry, organizational socialization, models of organizational careers, the psychological contract and retirement.

**PM-B06-PHRM2 Personnel Psychology and human resources management - Part 2
Business Psychology – 3 ECTS**

Part 2 is for a deeper exploration and further development of the course subject.

**PM-B07-PeAs1 Personnel Assessment
Business Psychology – 2 ECTS**

This course is about assessment techniques for personnel recruitment and selection including people's needs, interests, values, life goals, and career objectives, as well as abilities, skills, competencies and performance.

It includes recruitment, placement, performance evaluation, career planning, training, outplacement, how to provide feedback, guidance, advice and how to deal effectively with resistance, conflicts, complaints and the implementation of administrative measures.

**PM-B08-PeAs2 Personnel Assessment - Part 2
Business Psychology – 3 ECTS**

Part 2 is for a deeper exploration and further development of the course subject.

**PM-B09-Lead1 Leadership
Business Psychology – 2 ECTS**

The nature and evolving definition of leadership is traced from early conceptualizations of trait, social exchange, and behavioral contingency theories to current approaches involving charismatic, transactional, and transformational leadership. Power, influence, information, and politics are examined as these relate to effective leadership. The importance of leadership behavior in promoting adaptive learning and high-performance organizations is considered in light of leadership selection, development, and succession planning.

**PM-B10-Lead2 Leadership - Part 2
Business Psychology – 3 ECTS**

Part 2 is for a deeper exploration and further development of the course subject.

PM-B11-ExCo1 Executive Coaching and Development

Business Psychology – 2 ECTS

Executive Coaching addresses theories, methods and techniques of coaching executives for leadership development and management effectiveness. The organization benefits from the leadership development gained from coaching executives in terms of: accelerated delivery of strategic objectives; developing greater organizational resilience in response to change; and improving quality of work life. Coaching differs from other types of training programs because of the individualized relationship established between the client and coach over an extended time frame. The course examines coaching engagement processes, how assessment is used, feedback mechanisms and techniques for counseling for enhanced performance. Although the focus of the course will be on individual coaching, applications to team development will be included.

PM-B12-ExCo2 Executive Coaching and Development - Part 2

Business Psychology – 3 ECTS

Part 2 is for a deeper exploration and further development of the course subject.

PM-B13-OrgP1 Organizational Psychology and organizational analysis

Business Psychology – 2 ECTS

This course is about the main psychological concepts, theories, research findings and best practice concerning organizational phenomena and the way in which they are influenced by and exert influence on psychological factors and processes related to individual and group behaviour.

It includes organizational analysis for the diagnosis of organizational states and processes and the assessment of organizational parameters and outcomes, organizational structure, (inter)group processes, power, conflict, cooperation, communication, decision-making, participation, leadership, climate and culture, organizational learning, organizational performance, inter-organizational relations, organizational environments, network organizations, virtual organizations, organizational growth, bureaucratic theory, systems theory, role theory, field theory, structuration theory and social constructionism.

PM-B14-OrgP2 Organizational Psychology and organizational analysis - Part 2

Business Psychology – 3 ECTS

Part 2 is for a deeper exploration and further development of the course subject.

PM-B15-ChMa1 Change Management

Business Psychology – 2 ECTS

This course is about the main psychological concepts, theories, research findings and best practice concerning psychological interventions in the field of organizations, both aiming at the design or planned change of systems or subsystems and at organizational transformation and development. It encompasses theory and research about facilitating change in individuals, groups, and organizations to improve their efficiency and effectiveness in a win-win for all involved parties.

It includes: Organizational Development, Knowledge Management, Learning Organisation, leadership and participation with regard to organizational change, team development, conflict management, resistance to change, conflict mediation, socialization, attitude change, career

planning, counseling, behavior modification, team building and group training, survey feedback, and conflict management, job redesign, role analysis, management by objectives, and temporary task forces, survey feedback, open systems oriented change programs, human resource accounting, flexible working hours, structural changes, control system changes, sociotechnical systems and quality circles.

PM-B16-ChMa2 Change Management - Part 2

Business Psychology – 3 ECTS

Part 2 is for a deeper exploration and further development of the course subject.

7.4 Courses in Psychotherapy and Health

Psychotherapy refers to therapeutic interaction or treatment between a trained professional and a client or patient; family, couple or group. The problems addressed are psychological in nature. The original sense of the words psychology and psychotherapy go back to the study of the soul, the spirit or the breath as the living force in the body. Psychology and psychotherapy have its roots in the ancient civilizations of Egypt, Greece, China, India, and Persia.

Today there are hundreds of psychotherapeutic approaches and many psychotherapists use several approaches in their work and alter their approach based on client need.

For Psychotherapy it is helpful to use the basic knowledge of NLP like values, beliefs, meta-programs, modelling, self management, body language, outcome, anchoring, reframing, sub-modalities, Meta model, Milton model, TimeLine.

PM-P01-PhHi1 Philosophy and History of Psychotherapy Psychotherapy – 2 ECTS - obligatory

The course will provide students with a broad perspective on the discipline of psychotherapy. They will study the roots of psychotherapy in relevant work in philosophy, in examination of the history of the field, in consideration of some of the major systems for explaining human behaviour including Ken Wilbers Integral Psychology with the integrated value system of Prof. Dr. Clare Graves.

The original sense of the words psychology and psychotherapy go back to the study of the soul, the spirit or the breath as the living force in the body. This is more connected with inner consciousness as a feeling and sensation of being aware and alive then with behaviour. In a philosophical context psychology and psychotherapy date back to the ancient civilizations of Egypt, Greece, China, India, and Persia.

In this course we look at the paradigm changes of psychology and psychotherapy and the influence of the consents reality of different cultures. Maybe this helps us to understand more our present culture and the true potential of mankind.

PM-C02-PhHi2 Philosophy and History of Psychotherapy - Part 2 Psychotherapy – 3 ECTS

Part 2 is for a deeper exploration and further development of the course subject.

PM-P03-PsAn1 Psychoanalysis Psychotherapy – 2 ECTS - obligatory

Psychoanalysis was the first practice to be called a psychotherapy. It encourages the verbalization of all the patient's thoughts, including free associations, fantasies, and dreams, from which the analyst formulates the nature of the unconscious conflicts which are causing the patient's symptoms and character problems.

Under the broad umbrella of psychoanalysis there are many very different theoretical orientations regarding human mental development and in the consequence very different approaches in the psychoanalytical treatment.

When Sigmund Freud founded Psychoanalysis it was a mental revolution of thinking. The basic tenets of psychoanalysis include that human behavior, experience, and cognition are largely determined by unconscious irrational drives; that there are defence mechanisms that make it difficult to bring those drives into awareness; that early childhood plays a major role in the un-

conscious, that conflicts between the conscious and the unconscious can result in mental disturbances such as neurosis, neurotic traits, anxiety, depression etc.; that analysing via interpretation of dreams and free associations can help people with to deal with these inner conflicts in a healthy way.

This course explores the underlying ideas of psychoanalysis, the scope of differences within psychoanalytic approaches and practical applications of the latest developments in psychoanalysis.

PM-P04-PsAn2 Psychoanalysis - Part 2
Psychotherapy – 3 ECTS

Part 2 is for a deeper exploration and further development of the course subject.

PM-P05-BTCB1 Behavior Therapy and Cognitive Behavior Therapy (third generation)
Psychotherapy – 2 ECTS - obligatory

Behavior therapy or behaviorism broke with the Freudian model by emphasizing observable behaviors over hidden meanings and feelings. Behavior Therapy focuses on a set of methods designed for reinforcing desired and eliminating undesired behaviors without concerning itself with the psychoanalytic state of the subject. In its broadest sense the original methods focus on behaviors not the thoughts and feelings that might be causing them.

The second wave was developed in the late 1960's as Cognitive Behavior Therapy. It is also called the cognitive revolution of behavioral therapy. Behavioral therapists began the empirical study of how thinking (cognitions) affected emotions and behaviour.

Today the third wave of behaviorists claim that Cognitive-behavior therapies are the first truly "empirical" psychotherapies in the sense that they are based on pure scientific research and furthermore the resulting therapeutic strategies are scientifically proven effective. Third wave behaviorists are not just trying to change what a client thinks but how he thinks.

This course explores the underlying ideas of Behavior Therapy, the scope of differences within Behavior Therapy approaches and practical applications of the latest developments in Cognitive Behavioral Therapy.

PM-P06-BTCB2 Behavior Therapy and Cognitive Behavior Therapy – Part 2
Psychotherapy – 3 ECTS

Part 2 is for a deeper exploration and further development of the course subject.

PM-P07-HP1 Humanistic Psychology and Therapy
Psychotherapy – 2 ECTS - obligatory

Humanistic Psychology and Therapy emerged in reaction to both behaviorism and psychoanalysis and is therefore known as the Third Force in the development of psychology and psychotherapy. It is explicitly concerned with the human context of the development of the individual with an emphasis on subjective meaning, a rejection of determinism, and a concern for positive growth rather than pathology. It posits an inherent human capacity to maximize potential, 'the self-actualizing tendency'. Humanistic therapy adopts a holistic approach to human existence through investigations of creativity, free will, and human potential.

The five basic principles of humanistic psychology are:

1. Human beings, as human, supersede the sum of their parts. They cannot be reduced to components.

2. Human beings have their existence in a uniquely human context, as well as in a cosmic ecology.
3. Human beings are aware and aware of being aware - i.e., they are conscious. Human consciousness always includes an awareness of oneself in the context of other people.
4. Human beings have some choice and, with that, responsibility.
5. Human beings are intentional, aim at goals, are aware that they cause future events, and seek meaning, value, and creativity.

Humanistic psychologists are open to research but generally do not believe that we will understand human consciousness and behavior through traditional scientific research. One of the basic ideas regarding self actualization and human potential was the idea to research how especially successful people relished their potential. In the early 70ties this was exactly what Neuro Linguistic Programming was doing.

This course explores the underlying ideas of Humanistic Psychology and Therapy, the scope of differences within Humanistic Therapy approaches and practical applications of the latest developments in Humanistic Therapy.

PM-P08-HP2 Humanistic Psychology and Therapy - Part 2 Psychotherapy – 2 ECTS

Part 2 is for a deeper exploration and further development of the course subject.

PM-P09-TPsy1 Transpersonal Psychology Psychotherapy – 2 ECTS

Transpersonal Psychology addresses the client in the context of a spiritual understanding of consciousness. It is concerned with the study of humanity's highest potential and transcendent states of consciousness. Transpersonal psychology attempts to integrate spiritual experience and timeless wisdom with modern Western psychology and to translate spiritual principles into scientifically grounded, contemporary language.

Many dimensions of Transpersonal Psychology are discussed in Ken Wilber's book "Integral Psychology: Consciousness, Spirit, Psychology, Therapy" (2000) including the spiritual orientation of modern founders of Psychology like Wilhelm Wundt, Gustav Fechner, William James, James Mark Baldwin and Abraham Maslow. William James used the term "transpersonal" already in his lectures at Harvard University in 1905. Abraham Maslow wrote about human peak experiences and suggested the term "transpersonal" for a school of psychology within the humanistic psychology movement.

Ken Wilber describes in his works the pre/trans fallacy as a lack of differentiation between pre-rational psychiatric problems and valid transpersonal problems.

The waves of the development of Psychology and Psychotherapy are often described with Psychoanalysis as 1st wave, Behaviorism as 2nd wave, Humanistic Psychology as 3rd wave and Transpersonal Psychology as 4th wave.

This course explores the underlying ideas of Transpersonal Psychology and Therapy, the scope of differences within Transpersonal Therapy approaches and practical applications of the latest developments in Transpersonal Therapy.

PM-P10-TPsy2 Transpersonal Psychology – Part 2 Psychotherapy – 3 ECTS

Part 2 is for a deeper exploration and further development of the course subject.

PM-P11-SysT1 Systemic Therapy

Psychotherapy – 2 ECTS - obligatory

Systemic Therapy seeks to address people not at an individual level, as is often the focus of other forms of therapy, but as people in relationship, dealing with the interactions of groups, their patterns and dynamics. It has its roots in family therapy. Here we have a strong connection to Virginia Satir, the Mother of Family System Therapy, who was modeled by the founders of NLP and who even worked together and wrote books with them. The influence of Gregory Bateson on Systemic Therapy is the shift towards what is known as “second order cybernetics” which acknowledges the influence of the subjective observer in any study and recursiveness. As a result, the focus of systemic therapy (ca. 1980 and forward) has moved away from a modernist model of linear causality and understanding of reality as objective, to a postmodern understanding of reality as socially and linguistically constructed. Gregory Bateson wrote the foreword of the first NLP book and discussed the NLP approach a lot with the founders of NLP.

This course explores the underlying ideas of Systemic Therapy, the scope of differences within Systemic Therapy approaches, the connection to scientific NLP and practical applications of the latest developments in Systemic Therapy.

PM-P12-SysT2 Systemic Therapy Part 2

Psychotherapy – 3 ECTS

Part 2 is for a deeper exploration and further development of the course subject.

PM-P13-HypT1 Hypnotherapy

Psychotherapy – 2 ECTS - obligatory

In the 1950s Milton H. Erickson developed, in contradiction to the traditional rather authoritarian and direct hypnotherapy, a radically different approach which is characterised by a kind of informal conversational with complex language patterns and therapeutic strategies. The founders of Neuro Linguistic Programming (NLP), modelled him extensively and assimilated it into their approach as Milton Model.

The growing application of cognitive and behavioral psychological theories and concepts to the explanation of hypnosis paved the way for a closer integration of hypnotherapy with various cognitive and behavioral therapies.

Many cognitive and behavioral therapies were originally influenced by older hypnotherapy techniques. The systematic desensitisation of Joseph Wolpe, the cardinal technique of early behavior therapy, was originally called "hypnotic desensitisation".

This course explores the underlying ideas of Hypnotherapy the scope of differences within Hypnotherapy approaches, the connection to scientific NLP and practical applications of the latest developments in Hypnotherapy.

PM-P14-HypT2 Hypnotherapy Part 2

Psychotherapy – 3 ECTS

Part 2 is for a deeper exploration and further development of the course subject.

PM-P15-GT1 Gestalt Therapy

Psychotherapy – 2 ECTS - obligatory

Gestalt therapy was developed by Fritz and Laura Perls in the 1940s and 1950s. Fritz Perls grew up in Berlin, was trained as psychoanalyst, worked in South Africa, New York City and at

the Esalen Institute in California. Gestalt Therapy is a further development of psychoanalytical thinking (integrating rejected unconscious parts). It is part of Humanistic Psychology.

The most famous Gestalt techniques is the Empty-chair technique that is used in Gestalt therapy to explore patients' relationships with unconscious rejected parts of themselves or other people with whom they have a conflict. It is also possible to work with dreams this way. The technique involves the client addressing the empty chair as if the rejected part or the person or the dream or parts of a dream were in it. The client may also move between chairs and act out two or more sides of a discussion. The founders of NLP modelled this approach and developed it further into the NLP intervention 1.2.3. position, adding a third position.

This course explores the underlying ideas of Gestalt Therapy, the scope of differences within Gestalt Therapy approaches, the connection to scientific NLP and practical applications of the latest developments in Gestalt Therapy.

PM-P16-GT2 Gestalt Therapy - Part 2

Psychotherapy – 3 ECTS

Part 2 is for a deeper exploration and further development of the course subject.

PM-P17-TA1 Transactional Analysis

Psychotherapy – 2 ECTS

Transactional Analysis (TA) has elements of psychoanalytic, humanist and cognitive approaches. It was first developed by Eric Berne, starting in the late 1950s.

The TA ego state model: Parent-Adult-Child (PAC) and the live script model, that shows our tendencies to re-play childhood strategies, derive from psychoanalysis. Very well known is Eric Berne's Book: "I'm OK – You're OK" (1969). TA can be used in diagnosis and treatment of clients, couples, families, groups systems and organisations to help people to remain in clear communication at an appropriate level.

This course explores the underlying ideas of TA, the scope of differences within TA approaches, the connection to scientific NLP and practical applications of the latest developments in TA.

PM-P18-TA 2 Transactional Analysis – Part 2

Psychotherapy – 3 ECTS

Part 2 is for a deeper exploration and further development of the course subject.

PM-P19-Nuro1 Neurotherapy

Psychotherapy – 2 ECTS

Neurotherapy is based on Neurofeedback. It is painless and non-invasive. The client gains information about his or her brainwave activity and uses that information to produce changes in his brainwave activity. Researches show, that children with ADD/ADHD have special types of brainwave activity in some areas of the brain. In Neurotherapy individuals are trained through the use of computerized biofeedback equipment to change their brainwave activity. Some clinicians and researchers have reported remarkable success in the treatment of ADD/ADHD with Neurotherapy.

This course explores the underlying ideas of Neurotherapy, the scope of differences within Neurotherapy approaches, the connection to scientific NLP and practical applications of the latest developments in Neurotherapy.

PM-P20-Nuro2 Neurotherapy – Part 2

Psychotherapy – 3 ECTS

Part 2 is for a deeper exploration and further development of the course subject.

PM-P21-PsyA1 Psychotherapeutic Approaches

Psychotherapy – 2 ECTS

Today there are hundreds of psychotherapeutic approaches and many psychotherapists use several approaches in their work and alter their approach based on client need.

This course explores the underlying ideas of psychotherapeutic approaches, the scope of differences within psychotherapeutic approaches and practical applications of the latest developments in psychotherapeutic approaches.

PM-P22-PsyA2 Psychotherapeutic Approaches – Part 2

Psychotherapy – 3 ECTS

Part 2 is for a deeper exploration and further development of the course subject.

PM-P23-PNI1 Psychoneuroimmunology

Psychotherapy – 2 ECTS - obligatory

Psychoneuroimmunology (PNI) is the study of the interaction between psychological processes and the nervous and immune systems of the human body. It has an interdisciplinary approach, incorporating: psychology, neuroscience, immunology, physiology, pharmacology, molecular biology, psychiatry, behavioral medicine, infectious diseases, endocrinology, and rheumatology. The main interests of PNI are the interactions between the nervous and immune systems and the relationships between mental processes and health. PNI studies, among other things, the physiological functioning of the neuroimmune system in health and disease; disorders of the neuroimmune system (autoimmune diseases; hypersensitivities; immune deficiency); and the physical, chemical and physiological characteristics of the components of the neuroimmune system in vitro, in situ, and in vivo.

This course explores the underlying ideas of Psychoneuroimmunology, the scope of differences within Psychoneuroimmunology approaches, the practical applications of the latest developments in Psychoneuroimmunology.

PM-P24-PNI2 Psychoneuroimmunology – Part 2

Psychotherapy – 3 ECTS

Part 2 is for a deeper exploration and further development of the course subject.

PM-P25-Ppat1 Psychopathology and Diagnosis

Psychotherapy – 2 ECTS - obligatory

Psychopathology is the study of mental illness, mental distress, and abnormal or maladaptive behavior. It covers several broad categories of disordered psychological functioning as classified by the current psychiatric nomenclature. It emphasizes the formal, structural, experiential, and intrapsychic factors that serve as a foundation for understanding such behavior. A foundation is the latest edition of the Diagnostic and Statistical Manual (DSM).

This course explores the underlying ideas of Systemic Therapy, the scope of differences within Systemic Therapy approaches, the connection to scientific NLP and practical applications of the latest developments in Systemic Therapy.

**PM-P26-Ppat2 Psychopathology and Diagnosis – Part 2
Psychotherapy – 3 ECTS**

Part 2 is for a deeper exploration and further development of the course subject.

**PM-P27-PsAs1 Psychological Assessment
Psychotherapy – 2 ECTS**

The psychological assessment is first of all a structured interview that has several parts:

- identifying information
- chief complaint (presenting problem)
- history of present illness
- past medical and psychological history
- personal history
- family history
- substance abuse history
- mental status examination (MSE)

The psychological assessment is also called biopsychosocial or psychiatric assessment. It is an effective and accepted diagnostic tool for professionals to gather information to diagnose any mental disorder that someone may have.

A complete psychological assessment may include a biopsychosocial history, a neurological assessment, a psychological testing, a physical examination and a brain imaging.

This course explores the underlying ideas of a psychological assessment, the scope of differences within psychological assessment approaches and practical applications.

**PM-P28-PsAs2 Psychological Assessment – Part 2
Psychotherapy – 3 ECTS**

Part 2 is for a deeper exploration and further development of the course subject.

**PM-P28-CaSt1 Case Study
Psychotherapy – 2 ECTS - obligatory**

A case study is an in-depth analysis of a single person. These are often used in clinical cases or in situations when lab research is not possible or practical. A case study contains the case history with the client's background and symptom and your diagnosis and intervention. The style of a case study should follow the APA guidelines.

This course explores the underlying ideas of a Case Study, the scope of differences within Case Studies approaches and practical applications.

**PM-P30-CaSt2 Case Study – Part 2
Psychotherapy – 3 ECTS**

Part 2 is for a deeper exploration and further development of the course subject.

PM-P31-EffP1 Efficacy and Effectiveness of Psychotherapy

Psychotherapy – 2 ECTS - obligatory

Klaus Grawe published in 1994 his Meta analysis on the outcome of psychotherapy of approximately 700 effectiveness studies „Psychotherapy in the change“. This triggered a heated debate about the efficacy and effectiveness of psychotherapy in general and various approaches. Grawe held the opinion, that Psychotherapy should be exclusively based on academic research and that behavior therapy fulfils this criterion best.

Many psychotherapists believe that the nuances of psychotherapy cannot be captured by questionnaire-style observation, and prefer to rely on their own clinical experiences and conceptual arguments to support the type of treatment they practice. The most discussed arguments regarding efficacy and effectiveness of psychotherapy are that the type of treatment, the theoretical bases of the techniques used and the strictness of adherence to those techniques are no relevant factors. Key factors are the therapist's strength of belief in the efficacy of the technique, the personality of the therapist and the alliance between the patient and the therapist

This course explores the underlying ideas of efficacy and effectiveness of psychotherapy, the scope of differences within the discussion and practical applications.

PM-P32-EffP2 Efficacy and Effectiveness of Psychotherapy – Part 2

Psychotherapy – 3 ECTS

Part 2 is for a deeper exploration and further development of the course subject.

PM-P33-RCT1 Random Control Trial

Psychotherapy – 2 ECTS - obligatory

Randomised controlled trials, when appropriately designed, conducted, and reported, represent the gold standard in evaluating healthcare interventions. A randomized controlled trial (RCT) is the preferred design for a clinical trial to test the efficacy of various types of intervention within a patient population. The study subjects are randomly allocated to receive one or other of the alternative treatments under study. The two groups are treated in exactly the same way with the exception of the researched intervention. Since no randomization procedure meets all RCT goals in every circumstance, researchers must select the procedure for a given study based on its advantages and disadvantages. With medicaments masked or blinded variations of RCT are usual where the medical doctors do not know if they give the medicament or a placebo.

The CONSORT 2010 Statement consists of a 25 item checklist and focuses on the most common design type of individually randomised, two group, parallel trials.

An RTS can easily cost about 10 million US\$

The use of RCTs in social sciences is a highly contested issue.

This course explores the underlying ideas of RCT, the scope of differences within RCT approaches and practical applications.

PM-P34-RCT2 Random Control Trial – Part 2

Psychotherapy – 3 ECTS

Part 2 is for a deeper exploration and further development of the course subject.

7.5 Study relevant Trainings, Experiences and Articles

We strongly recommend and support that our students achieve parts of the required learning outcomes in non-formal or informal contexts. Study relevant professional experiences, internships, congress participation, professional publications, congress presentation, approved high quality sealed trainings in fields of applied psychology, e.g. NLP and Coaching, outside the academic studies, can be accepted as Credit Points through appropriate evaluation and assessment. Regarding the basic ideas of the Bologna Process, relevant experiences from outside the University that are in accordance with the scientific study outcome, are welcome.

Courses regarding study relevant Trainings, Experiences and Articles

PM-T01-Train1 Study relevant Training (T-courses)

Study relevant Trainings – 2 ECTS

Study relevant Trainings are quality sealed trainings and seminars in fields of applied psychology. If a student has participated in study relevant trainings or seminars in the subject area of existing courses and the learning outcome of these courses are achieved by these trainings or seminars, then we can accept this as ECTS for the relevant courses.

This course here is for the reflection of study relevant Trainings and seminars.

PM-E01-Expi1 Study relevant Experiences including Internships (E-courses)

Study relevant Experiences – up to 12 ECTS

Study relevant professional Experiences is practice within fields of psychology.

Study relevant internship is practice within fields of psychology.

This course here is for the reflection of study relevant Experiences and internships.

PM-A01-Arti1 Study relevant Articles (A-courses)

Study relevant Trainings – 2 ECTS

If a student has published a professional article or a professional book in the subject area of existing courses and the learning outcome of these courses are achieved by the publication, then we can accept this as ECTS for the relevant courses.

This course here is for the reflection of the learning process regarding the production of study relevant publications and articles.

8. Research methodology on Master level

Our study program is build on a deep interest in research and in a research project that guides the student through the whole study time. We encourage our students to work from the very first day of studying at their Research Proposal and their research project with an attitude of work in progress (the intensity varies as the studies progress) and we recommend to place the development of their research project in their work room on the eLearning-platform Moodle to discuss it there with other students. It is also the main subject of the coaching that accompanies his study.

In our view the research proposal is part of the Motivation. Therefore you find this topic under 5. Courses in Coaching & NLP for study motivation and success.

We recommend a standard psychology instrument/questionnaire (e.g. MDMQ), a short qualitative research on Master level (s. Dublin Descriptors) as interviews with experts of the students very special field of research interest and the pre-test of the quantitative questionnaire.

The Research Proposal includes: Title, Problem and Research Question (Hypothesis), Relevance of the Thesis, State of the Field, Theoretical and Conceptual approach including avoidance of bias, Methods, Results and practical implementations, Schedule.

For our degree courses in MA in Psychology students need 20 ECTS in the area of Research methodology.

These courses are designed for the second and third semester.

PM-R01-ReM Basic Research methods on Master level Research methods – 4 ECTS - obligatory

Research methods are the general approaches in asking a question and in planning, conducting and evaluating any research.

Empiricism (from Greek *empireia*: experience and knowledge) is experience in the sense of sensual perception, data collection, targeted scientific observations and experiments. Empirical sciences are all sciences that research the things of the world. Even mental self-perception is empirical research.

Research design is different from the method by which data are collected. It is the logical structure of the inquiry. The central role of research design is to minimize the chance of drawing incorrect causal inferences from data. When designing research it is essential that we identify the type of evidence required to answer the research question in a convincing way. It also means that we must not simply look for evidence that supports our favourite theory: We should also look for evidence that has the potential to disprove our preferred explanations. Research design is considered as a "blueprint" for research. It deals with at least four problems: Which questions to study, which data are relevant, what data to collect, and how to analyze the results. The best design depends on the research question as well as the orientation of the researcher. Every design has its positive and negative sides.

People often confuse correlation with causation. Simply because one event follows another, or two factors co-vary, does not mean that one causes the other. The link between two events may be coincidental rather than causal.

This course supports that the student may become a sophisticated research consumer as well as research producer. Understanding research strategy is the underlying theme of the course.

Students will learn to understand and to write research reports in the style used by research psychologists.

**PM-R02-Stat Basic statistical methods on Master level
Research methods – 2 ECTS - obligatory**

The statistic is a summary of different methods to analyze empirical data. It is required that it is objective (independent of the standpoint of the statistics creator), reliably, valid, significant and relevant.

This course links statistical analysis and research methodology. The student must learn to understand the logic of the research enterprise and have a basic grasp of the conceptual base on which the statistical tests of significance rest.

Understanding the logic behind the statistical tests is the underlying theme of the course. This will allow students to understand the nature of empirical research

**PM-R03-StQu Standard Questionnaire on Master level
Research methods – 4 ECTS - obligatory**

We recommend the Multidimensional Mood State Questionnaire MDMQ. It is an English version of the original German MDBF: "Mehrdimensionaler Befindlichkeitsfragebogen" from 1997. The MDMQ contains 24 items in three dimensions – good/bad, awake/tired, and calm/nervous – which can be evaluated using a simple coding scheme. This questionnaire asks the test subjects to complete the sentence Right now, I feel... using a five-point scale from 1 ("definitely not") to 5 ("very much"). Wilhelm and Schoebi reduced the number of items to six to be used specifically as a multilevel mood measure. That is, the author recognized the need for a short mood measure that can be administered multiple times daily.

This is an easy standard questionnaire that helps the student to understand psychological research methods. It can also be applied to prove whether or not specific psychotherapeutic interventions, as for example NLP interventions, have positive results.

There is a wide field of other standard psychology questionnaires that can be used for the desired outcome of learning how such questionnaires work too.

**PM-R04-Qual Qualitative Questionnaire – Expert Interviews on Master level
Research methods – 4 ECTS - obligatory**

There is a wide range of approaches to qualitative research. Qualitative researchers are interested in life as it is lived in real situations. The qualitative researcher seeks to discover the meanings that participants attach to their behaviour, how they interpret situations, and what their perspectives are on particular issues.

The questionnaire needs to be well designed and structured so that the respondents being questioned in the survey can give useful answers and have the freedom to express their view. The design and form of the questionnaire needs to be well thought out and be in line with the purpose of the survey.

Researching the opinions of experts is a good way to get information during the initial stages of a research project. It can be used to gather information that is not publicly available, or that is too new to be found in the literature.

This course is about the needed foundation knowledge to conduct 5 to 10 qualitative interviews with experts of the field of the students research focus.

**PM-R05-Quan Quantitative Questionnaire and Pre-test on Master level
Research methods – 4 ECTS - obligatory**

Quantitative questionnaires are a best way to gather numerical data that could be used to confirm hypotheses. Closed ended questions are used in this type of method and are assigned numerical values for the responded to choose from. The respondents choose answers from the given list and have no chance to express their views or opinions about the questions. For example, participants could be asked to rank their feelings based on the given scale; for example, a scale of 1 to 5; 1 being poor and 5 being best. The results are then analysed and placed in graphs, bar charts and so on.

How could we make sure that questionnaires are well understood by respondents? The key thing about questionnaires is that they should be simple and written in a well understood language. Otherwise, researchers would not get the information they would be looking for. Therefore a Pre-test with a small number of respondents is essential to control how they understand the questions. This pre-test has below every question room for the respondents to express their views and opinions about the question. This helps to design a proper high quality quantitative questionnaire that is used for a big number of people.

This course is about basic knowledge for conducting a Pre-test and a quantitative survey.

**PM-R06-SPSS SPSS and PSPP on Master level
Research methods – 2 ECTS - obligatory**

The Statistical Package for the Social Sciences (SPSS) is used for the statistical analysis of the results of a survey. The first version was presented in 1968.

PSPP is a program for statistical analysis of sampled data. It is a Free replacement for the proprietary program SPSS, and appears very similar to it with a few exceptions. The first version was presented in 1998.

This course offers the knowledge to understand and to correctly interpret PSPP or SPSS results.

9. Master Thesis

Guidelines for the MASTER THESIS are provided by the latest edition of the Publication Manual of the American Psychological Association (APA). They are an orientation.

Another Guideline for the Final (Master Thesis) is the 5 Chapter Approach: 1. Scientific introduction to the research topic of the Final including the clear definition of the used words that describe the chosen research question, 2. Scientific Literature and Research regarding the research question, 3. Hypotheses and research design, 4. Research findings, 5. Summary, reflection, recommendations

In the Research Methodology the students learned

1. how to use a psychological standard questionnaire, preferable the MDMQ,
2. how to design and conduct a qualitative research, preferable by qualitative interviews with experts of the field of the students research focus
3. how to design and pre-test a quantitative questionnaire, preferable the quantitative questionnaire of his own research.

Students are recommended to work on their research from the very first hour of their study time. It is our didactic approach to encourage our students to dream from the beginning of their study time about the results that they would like to realise. Their personal research project is their guideline. By research-oriented learning and studying they will have greater aim and focus throughout their study. We love when our students question all psychological study content for the practical use. This opens the doors to deep concentration on the true meaning of science in the sense of producing knowledge. With this didactic approach students have a vital interest in learning the applicable content of Psychology. Now they learn for life - for their life, for the life of those they love and for the further development of humanity. This didactic approach opens the doors for students who study in order to directly apply the knowledge they found through studying. Since we designed our programs to support high motivation and highest results by research-oriented studying our students are at this point of their study well prepared to carry out their research.

PM-F01-Fin1 Final (F-courses)

Master Thesis

The Master Thesis has 30 ECTS. This course here is an optional course for the exchange of the development of the Master Thesis.

10. Appendix

Bachelor level as part of a 10 semesters Master

For students without a Bachelor or Licenciado degree in Psychology we offer a Licenciado in 6 semesters (180 ECTS) and a Licenciado in 8 semester (240 ECTS) as part of a Master Degree in 10 semesters (300 ECTS). Entrance requirements are a University entrance degree. The admission requirements are scrutinized in every case through the UCN. The study requirements for the 6 or 8 semesters are according to the following Dublin Descriptors for a Bachelor:

www.ecahe.eu/w/index.php/Framework_for_Qualifications_of_the_European_Higher_Education_Area

Dublin Descriptors regarding study requirements

Bachelor's degrees are awarded to students who:

- have demonstrated knowledge and understanding in a field of study that builds upon their general secondary education and is typically at a level that, whilst supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study;
- can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study;
- have the ability to gather and interpret relevant data (usually within their field of study) to inform judgments that include reflection on relevant social, scientific or ethical issues;
- can communicate information, ideas, problems and solutions to both specialist and non-specialists;
- have developed those learning skills necessary for them to continue to undertake further study with a high degree of autonomy.

Degree course scheme (syllabus)

First 6 semesters of the MA 10 semesters (ECTS per area per semester)

Sem.	M Mot. Psych.	S Scient. Working	K Basic Knowledge	Ap Applied Area	R Research Methods	Ch Free Choice	Final	Σ
1.	16	14	-	-	-	-	-	30
2.	-	2	16	6	-	6	-	30
3.	-	2	12	6	4	6	-	30
4.	-	2	9	5	8	6	-	30
5.	-	2	6	4	12	6	-	30
6.	-	-	-	10	-	10	10	30
Σ	16	22	43	31	24	34	10	180

M = Motivational Psychology & Research Proposal**S** = Scientific Working**K** = Basic Psychology Knowledge**Ap** = Applied Psychology**R** = Research Methodology**Ch** = Free Choice from all kinds of courses**F** = Final Thesis

Another variation of the UCN, is a Licenciado in 4 years (240 ECTS) with a Master in 1 year (60 ECTS).

First 8 semesters of the MA 10 semesters (ECTS per area per semester)

Sem.	M Mot. Psych.	S Scient. Working	K Basic Knowledge	Ap Applied Area	R Research Methods	Ch Free Choice	Final	Σ
1.	16	14	-	-	-	-	-	30
2.	-	2	16	6	-	6	-	30
3.	-	2	12	6	4	6	-	30
4.	-	2	6	8	8	6	-	30
5.	-	2	-	10	12	6	-	30
6.	-	2	-	14	8	6	-	30
7.	-	2	-	10	8	10	-	30
8.	-	-	-	10	-	10	10	30
Σ	16	26	34	64	40	50	10	240

MA 2 semesters after 240 ECTS (ECTS per area per semester)

Sem.	M Mot. Psych.	S Scient. Working	K Basic Knowledge	Ap Applied Area	R Research Methods	Ch Free Choice	Final	Σ
1.	6	4	-	6	4	10	-	30
2.	-	-	-	-	-	-	30	30
Σ	6	4	-	6	4	10	30	60

M = Motivational Psychology & Research Proposal**S** = Scientific Working**K** = Basic Psychology Knowledge**Ap** = Applied Psychology**R** = Research Methodology**Ch** = Free Choice from all kinds of courses**F** = Final Thesis

The course list of the first 6 or 8 semester of the integrated 10 semester Master study program is part of 4.3 List of courses in all areas. The courses listed under Advances Psychology Knowledge correspond to courses under Basic Psychology Knowledge in the first 6 or 8 semester. In the undergraduate study the listed K-Courses are obligatory. The courses General Psychology (incl. perception, history, ASO), Neuroscience and Neuropsychology (incl. Biological Psychology), Developmental Psychology, Differential & Personality Psychology and Social Psychology need to be attended in the amount of at least 7 ECTS each and the courses Communication & Interaction, Philosophy of Science & Ethics, Industrial (Work) & Organizational Psychology, Clinical Psychology with at least 2 ECTS. According to the chosen focus area the corresponding courses in the area of Applied Psychology need to be intensified.

Since the integrated study program is only offered as an exception the individual course planning takes part at the beginning of the study time under the guidance of the University.