



# Universidad Central de Nicaragua

INTERNATIONAL SCHOOL OF PSYCHOLOGY @ UCN  
UCN REPRESENTATION OFFICE BERLIN

Coaching, Business, NLPsy, Health, Psychotherapy, Clinical Psychology

## Checklist for study procedure and final

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### 1. General approach of the study programs

The studying process at the International School of Psychology at the UCN is organized:

- along a research process of a self submitted und from the academic advisor approved re- search topic and
- along the step by step writing of the at least 7 chapters of the final.

In order to enhance and support the learning process and to establish a long-time memory of the acquired essential psychological knowledge the structure of the studying process supports:

- connecting a self-chosen, fascinating research project with the required study content at the moment where this content is relevant for the research process
- the writing of the final paper along the development of this research project

This way, essential findings from the fields of motivational psychology and neuro-science are ap- plied to the successful acquiring of the required psychology study content for an academic degree in psychology.

Through studying guided by a self-chosen subjectively highly meaningful research topic we support the maintenance of the high motivation of the student. Through the step by step writing of the final thesis the needed study content is acquired exactly at that point of time when it is needed for the research process.

The structure of our study offer is designed for the purpose that students can study research orien- tated and write the different chapters of their final thesis from their first day of beginning the stud- ies. This study offer contains the relevant areas that are required for a psychology degree: Scien- tific Working, General Psychology, Social Psychology, Developmental Psychology, Business / Work / Industrial Psychology, Differential & Personality Psychology, Biological Psychology, Philos- ophy of Science and Ethics, Research Design, Qualitative Research Methods, Quantitative Re- search Methods, Empiricism/Statistics, Pre-test, Scientific Presentation of Research Findings and the specialisation in a Focus Area.

According to the chosen focus we offer courses in additional areas as e.g.: Communication & In- teraction, Coaching Psychology, Neuro-Science, Neuro-Linguistic Psychology, Clinical Psychology, Health, Psychotherapeutic Methods and Diagnostic.

In case that the competence and the relevant psychological knowledge of one of this areas is not demonstrated sufficiently enough in the text of the several chapters of the final thesis that is the basis in the relevant semester competition examination, then we examine this separately in the semester competition examination or through extra examinations.

Your progress is demonstrated and documented through a step-by-step development of a Power-Point presentation. At the end of each semester you rework the existing slides and add new slides that are pointed and pregnant marks of your progress and your research project. This in the end constitutes to the presentation of your defence.

You find the list of all courses in the Curricula on the website:

MA Curriculum: [www.ucn.edu.ni/media/2016/07/ISP-Curriculum-MA-UCN-Psych.pdf](http://www.ucn.edu.ni/media/2016/07/ISP-Curriculum-MA-UCN-Psych.pdf)

Doctorate Curriculum: [www.ucn.edu.ni/media/2016/07/ISP-Curriculum-PhD-UCN-Psych.pdf](http://www.ucn.edu.ni/media/2016/07/ISP-Curriculum-PhD-UCN-Psych.pdf)

In exceptional cases it is possible to differ from the here explained structure of a final in consent with the responsible professor from the UCN.

The different requirements in extend and depth for bachelor, master and doctoral candidates are defined in the Dublin Descriptors on page 10 ff.

**For the application of admittance in our study program a Research Proposal is needed.**

Please see for details our open Moodle course at: [www.in-ici.net/moodle/course/view.php?id=1028](http://www.in-ici.net/moodle/course/view.php?id=1028)

Please send your Research Proposal for review with your CV to the UCN International School of Psychology: [campus.berlin@ucn.edu.ni](mailto:campus.berlin@ucn.edu.ni)

**The websites with more info:** [www.ucn.edu.ni/posgrados/international-school-of-psychology](http://www.ucn.edu.ni/posgrados/international-school-of-psychology)

and: [www.in-ici.net/ucn.php](http://www.in-ici.net/ucn.php)

The application form: [www.in-ici.net/ucn-reg.php](http://www.in-ici.net/ucn-reg.php)

# 1. Checklists for the study procedure and the chapters of the final

## Checklist Chapter 1: Introduction

Topic	Remarks	date
1.1 Introduction to topic and re-search motivation		
1.2 Problem clearly described and Status Quo (actual findings) of the field explained		
1.3 Benefits from the research of the topic explained		
1.4 Most important terms defined (especially those in the title)		
1.5 Connections with the most important psychology areas		
1.6 Connections with the chosen focus area (or areas)		
1.7 First wording of the hypotheses described and the measurability reflected		
1.8 Preview of chapter 2 to 4		
1.9 Quotes from primary literature used too. 3 kinds of quotation used: a) without quotes, b) with quotes within the text in a maximum of 3 lines (! With page numbers), c) indented quotes if the text has more than 3 lines. With longer quotes before the quote the meaning expressed with own words and the quote used as prove and after the quote the connection expressed between the own words before the quote and the quote.		
1.10 Which general rules and orientations for formatting a final have been borne in mind?		
1.11 <b>Home work:</b> "Development of hypotheses" provided		
1.12 <b>Home work</b> regarding scientific working, quoting and formatting (s. APA) provided		
1.13 PowerPoint about the research (7x7).		
1.14 This checklist with short explanations (Remarks), a PowerPoint and the first chapter discussed and approved through your academic advisor		

## Checklist Chapter 2: Scientific Literature

Topic	Remarks	date
2.1 relevant scientific literature cited, explained and discussed		
2.2 A few professional articles and the most important findings of about 3 research papers summarized and these findings connected to the chosen topic incl. some quotes (1.9) used		
2.3 Consequences of the literature search on the development of the hypothesis described and the more precise hypotheses explained and justified		
2.4 <b>Home work</b> regarding the typical structure and typical content of professional research articles and researches provided		
2.5 <b>Home work</b> regarding the explanation of the most important statistical research instruments (see 2.2) provided, incl. especially the connection between survey sample size and significance		
2.6 PowerPoint updated		
2.7 This checklist with short explanations (Remarks), the further developed PowerPoint and the second chapter discussed and approved through your academic advisor		

### Checklist Chapter 3: Expert Interviews (Qualitative Methodology)

Topic	Remarks	date
3.1 Expectations of the use of Expert Interviews provided		
3.2 Selection of experts justified and pro and cons discussed		
3.3 Expert interviews summarized and in examples with learn effects quoted and explained		
3.4 Influence of the expert interviews on the development of the Hypotheses described and the more precise hypotheses described and justified		
3.5 <b>Home work</b> regarding the differences between qualitative expert interviews (incl. evaluation procedure) and quantitative research method (self designed questionnaire and standard questionnaire) provided		
3.6 PowerPoint updated		
3.7 This checklist with short explanations (Remarks), the further developed PowerPoint and the third chapter discussed and approved through your academic advisor		

## Checklist Chapter 4: Research Design Quantitative Methodology

Topic	Remarks	date
4.1 The whole methodological approach summarized (research design)		
4.2 Test instruments and reasons for choosing them explained in detail. Advantages and disadvantages and the needed sample size discussed (eventually the control group too)		
4.3 Plan of the intended statistical methods for evaluation of the data.		
4.4 Discussion in detail why each question of the chosen or self developed questionnaire is relevant according to the hypotheses		
4.5 Described how to find the subjects you use for your research and pros and cons discussed		
4.6 Pretest carried out and influence on the final research design explained		
4.7 <b>Home work</b> regarding research design and why a pre-test is important provided		
4.8 PowerPoint updated		
4.9 This checklist with short explanations (Remarks), the further developed PowerPoint and the third chapter discussed and approved through your academic advisor		

## Checklist Chapter 5: Findings

Topic	Remarks	date
5.1 Precise description of the concrete circumstances of the data collection, so that others could repeat the research		
5.2 Summarized explanation in the introduction of this chapter of the used statistical formula for the tables and graphs described and their usefulness in connection with the research question (hypotheses) discussed		
5.3 Intensive presentation of the findings with tables and graphs		
5.4 Useful structured presentation of the findings in accordance with the used research instruments (questionnaires)		
5.5 <b>Home work</b> regarding tables and graphs (s. APA standards) provided and discussed and approved through your academic advisor		

## Checklist Chapter 6: Critical Reflection of the Findings

Topic	Remarks	date
6.1 Critical reflection provided of the methodological approach, the used statistical methods and the findings with the discussion of alternative explanations of special relevant findings		
6.2 Further conclusions presented and discussed		
6.3 Discussed how the findings can be used in practice with recommendations		
6.4 Recommendations for further research provided		



## Checklist Chapter 7: Summary

Topic	Remarks	date
7.1 General Summary		
7.2 Difference between the “Abstract” at the beginning and the “Summary” at the end		
7.3 Hypotheses in Abstract and Summary provided		
7.4 <b>Title check:</b> Does the title really represent the most central focus of the final and are all relevant words used in the title are clearly defined and discussed in chapter 1?		
7.5 <b>Home work</b> regarding difference between Abstract and Summary provided		
7.6 PowerPoint: About 20 slides for the 20 minutes presentation at the final examination presented, discussed and approved through your academic advisor		

## **2. 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 and excels 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 profession and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study;
- are able 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 learning skills they need to undertake further study with a high degree of autonomy.

### **Master's degrees are awarded to students who:**

- have demonstrated knowledge and understanding that is founded upon and extends and/or enhances the capability associated with Bachelor's level, 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 based on incomplete or limited information, that includes reflecting on social and ethical responsibilities linked to the application of their knowledge and judgments;
- can communicate clearly and unambiguously their conclusions and the knowledge and rational underpinning these, to specialist and non-specialist audiences;
- passes the learning skills which allow them to continue to study in a manner that is largely self-directed or autonomous.

### **3. Doctoral degrees are awarded to students who:**

- have demonstrated a systematic understanding in a field of study and mastery of the skills and methods of research associated with that field;
- have demonstrated the ability to conceive, design, implement and adapt a substantial process of research with scholarly integrity;
- have made a contribution thanks to their original research that extends the frontier of knowledge by developing a substantial body of work, some of which merits national or international referred publication;
- are capable of critical analysis, evaluation and synthesis of new and complex ideas;
- can communicate with their peers, the larger scholarly community and with society in general about their areas of expertise;
- can be expected to be able to promote, within academic and professional contexts, technological, social or cultural advancement in a knowledge based society;

## Differentiating between cycles

<b>Knowledge and understanding</b>	
Bachelor	[is] supported by advanced text books, [with] some aspects informed by knowledge at the forefront of their field of study.
Master	provides a basis or opportunity for originality in developing and/or applying ideas often in a research* context.
Doctorate	[includes] a systematic understanding of their field of study and mastery of the methods of research* associated with that field.

<b>Applying knowledge and understanding</b>	
Bachelor	[through] devising and sustaining arguments.
Master	[through] problem solving abilities [applied] in new or unfamiliar environments within broader (or multidisciplinary) contexts.
Doctorate	[is demonstrated by the] ability to conceive, design, implement and adapt a substantial process of research* with scholarly integrity. [is in the context of] a contribution that extends the frontier of knowledge by developing a substantial body of work some of which merits national or international refereed publication.

<b>Making judgments</b>	
Bachelor	[involves] gathering and interpreting relevant data.
Master	[demonstrates] the ability to integrate knowledge and handle complexity, and formulate judgements based on incomplete data.
Doctorate	[requires being] capable of critical analysis, evaluation and the synthesis of new and complex ideas.

<b>Communication</b>	
Bachelor	[of] information, ideas, problems and solutions.
Master	[of] their conclusions and the underpinning knowledge and principles (restricted scope) they are based upon, to a specialist and non-specialist audiences (monologue).
Doctorate	with their peers, the larger scholarly community and with society in general (dialogue) about their areas of expertise (broad scope).

<b>Learning skills</b>	
Bachelor	have developed those skills needed to study further with a high level of autonomy.
Master	study in a manner that enables them to do so largely self-directed or autonomous.
Doctorate	expected to be able to promote, within academic and professional contexts, technological, social or cultural advancement.

The „Dublin Descriptors“ originate from the Joint Quality Initiative (JQI) in Dublin 23.3.2004. They are part of the academic qualification framework of the European Bologna Processes.

[http://paginas.fe.up.pt/~sfeyo/Docs\\_SFA\\_Bologna/120\\_Ref%20Doc\\_20041018%20%5BJQIG%20Dublin%20Descriptors%5D.pdf](http://paginas.fe.up.pt/~sfeyo/Docs_SFA_Bologna/120_Ref%20Doc_20041018%20%5BJQIG%20Dublin%20Descriptors%5D.pdf)

[http://ecahe.eu/w/index.php/Framework\\_for\\_Qualifications\\_of\\_the\\_European\\_Higher\\_Education\\_Area](http://ecahe.eu/w/index.php/Framework_for_Qualifications_of_the_European_Higher_Education_Area)

### 3. Degree course scheme (syllabus): MA and PhD in Psychology

#### MA 4 semesters (ECTS per area per semester)

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

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

Sem.	<b>M</b> Mot. Psych.	<b>S</b> Scient. Working	<b>K</b> Basic Knowledge	<b>Ap</b> Applied Area	<b>R</b> Research Methods	<b>Ch</b> Free Choice	Final	$\Sigma$
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.	-	-	-	10	-	10	10	30
$\Sigma$	16	22	34	40	24	34	10	180

**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

**First 8 Semester of the integrated MA in 10 Semester in combination with the MA in 2 Semester (ECTS per area per semester)**

Sem.	<b>M</b> Mot. Psych.	<b>S</b> Scient. Working	<b>K</b> Basic Knowledge	<b>Ap</b> Applied Area	<b>R</b> Research Methods	<b>Ch</b> Free Choice	Final	$\Sigma$
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
$\Sigma$	16	26	34	64	40	50	10	240

**MA in 2 Semester after 240 ECTS (ECTS per area per semester)**

Sem.	<b>M</b> Mot. Psych.	<b>S</b> Scient. Working	<b>K</b> Basic Knowledge	<b>Ap</b> Applied Area	<b>R</b> Research Methods	<b>Ch</b> Free Choice	Final	$\Sigma$
1.	6	4	-	6	4	10	-	30
2.	-	-	-	-	-	-	30	30
$\Sigma$	6	4	-	6	4	10	30	60

**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

## PhD 6 semesters (ECTS per area per semester)

Sem.	<b>M</b> Motivation Coaching.	<b>T</b> Kommunikation Tutoring	<b>R</b> Research Methods	<b>I</b> Implemen- tation	Final	$\Sigma$
1.	10	8	10	-	2	30
2.	2	10	16	-	2	30
3.	2	5	16	5	2	30
4.	2	3	3	20	2	30
5.	2	6	-	5	17	30
6.	2	8	-	-	20	30
$\Sigma$	20	40	45	30	45	180

**M = Motivational Psychology and study accompanying Coaching:** This area refers to the further development of the Research Proposals incl. the continuing reflection of the study motivation and the Coaching.

**T = Tutoring:** This area refers to the guidelines of the Dublin Descriptors in the area of Communication and Learning Skills: „Doctoral degrees are awarded to students who can communicate with their peers, the larger scholarly community and with society in general about their areas of expertise and who can be expected to be able to promote, within academic and professional contexts, techno-logical, social or cultural advancement in a knowledge based society”

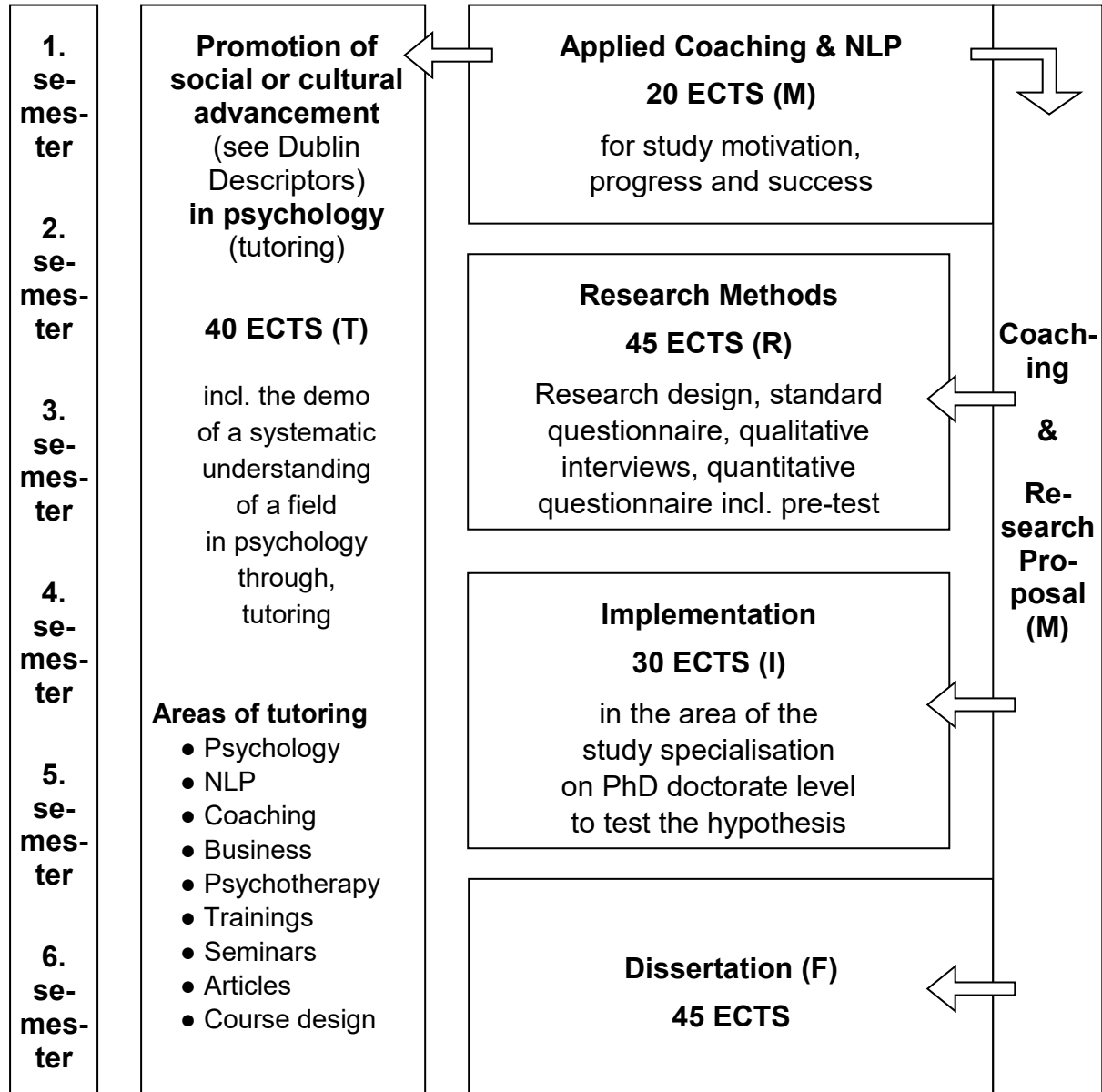
**R = Research Methodology:** The main focus is here on the development of the research design incl. the conducting of qualitative expert interviews as preparation of a quantitative research and the Pre-test of the quantitative research instruments.

**I = Implementation:** The main focus here is the conducting of the quantitative research.

**F = Final (Dissertation):** This is the area of the final writing of the dissertation incl. the defence.

## Flow chart of the 6 semesters of the doctoral studies

The following flow chart overview is for general orientation. The fundamental characteristic of a doctorate or PhD programme is a major piece of original research with the aim of producing new knowledge. All other areas of study serve this aim and are connected to this aim. Therefore the following flow chart is only a general frame that can be used flexible in individual cases.



M = Motivational Psychology

T = Tutoring

R = Research Methodology

I = Implementation

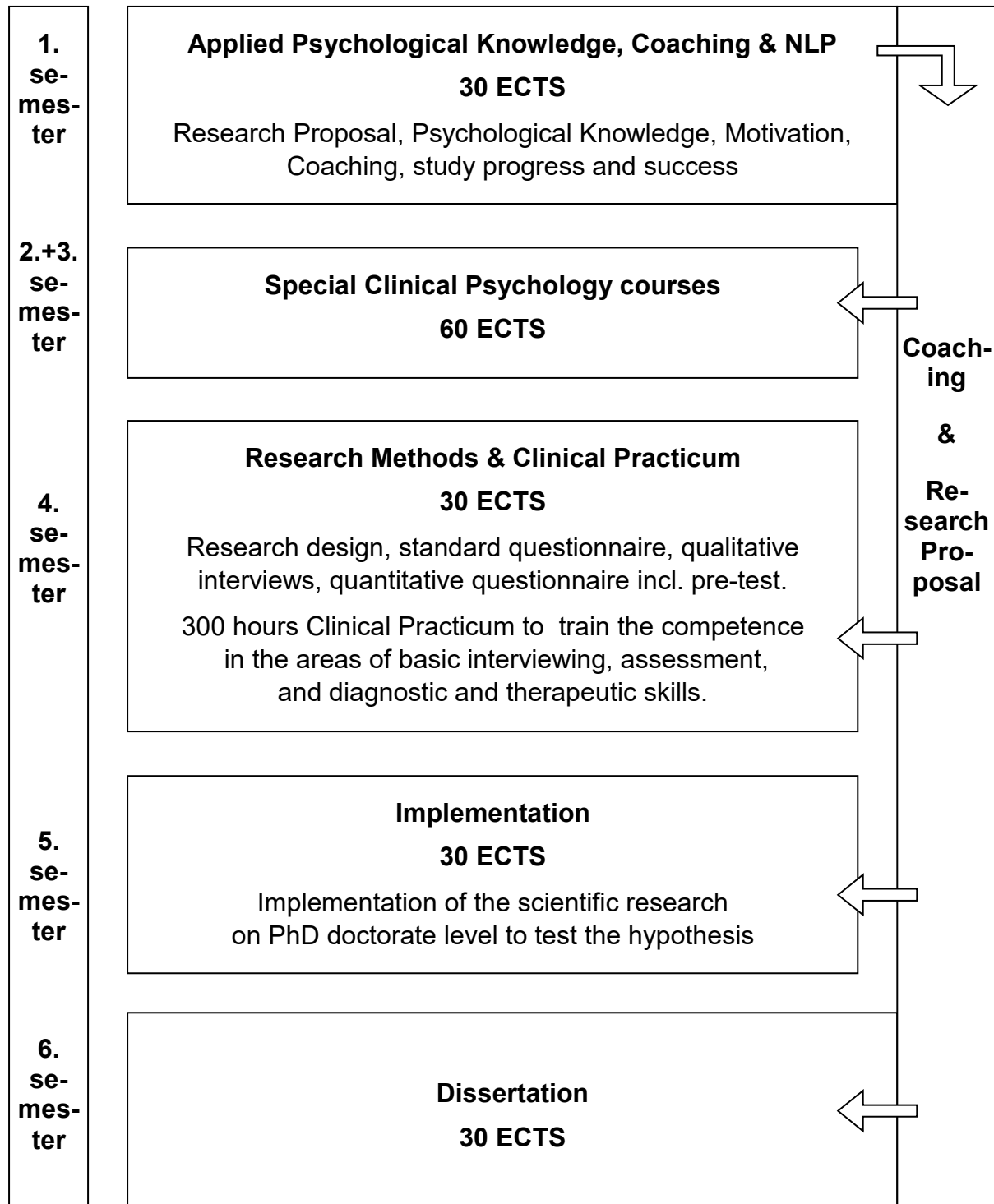
F = Final (Dissertation)

### ECTS distribution per semester (example)

1. Sem.:	10 M,	8 T,	10 R,	2 F
2. Sem.:	2 M,	10 T,	16 R,	2 F
3. Sem.:	2 M,	5 T,	16 R,	5 I, 2 F
4. Sem.:	2 M,	3 T,	3 R,	20 I, 2 F
5. Sem.:	2 M,	6 T,		5 I, 17 F
6. Sem.:	2 M,	8 T,		20 F
Sum:	20 M,	40 T,	45 R,	30 I, 45 F

## Flow chart of the 6 Semesters and ECTS for Clinical Psychology

In contrast to our other PhD programs in Psychology for a PhD in Clinical Psychology special courses in Clinical Psychology and a 300 hours practicum are obligatory.



MA Curriculum: [www.ucn.edu.ni/media/2016/07/ISP-Curriculum-MA-UCN-Psych.pdf](http://www.ucn.edu.ni/media/2016/07/ISP-Curriculum-MA-UCN-Psych.pdf)

Doctorate Curriculum: [www.ucn.edu.ni/media/2016/07/ISP-Curriculum-PhD-UCN-Psych.pdf](http://www.ucn.edu.ni/media/2016/07/ISP-Curriculum-PhD-UCN-Psych.pdf)

Entrance requirement MA in 4 semesters is a Bachelor degree in Psychology.

Entrance requirement Doctorate (PhD) in 6 semesters is a Master degree in Psychology.

Entrance requirement for Clinical psychology is a Master degree in Clinical Psychology.

With other entrance qualifications, we discuss individually what is possible.



# Research Proposal

From our open Moodle course at: [www.in-ici.net/moodle/course/view.php?id=1028](http://www.in-ici.net/moodle/course/view.php?id=1028)

In a simple form a **Research Proposal** includes the following:

1. **Problem:** What is a problem where you are highly interested to find out more about possible solutions with the help of psychological knowledge and a scientific research? Please try to describe this problem as specific as possible. Why is it important for you? What are typical symptoms of this problem?
2. **Outcome:** What do you want to achieve with your research? What is your personal gain from studying this topic of this research? What could you expect to be the practical implementations of your studies? Try to think bold. Allow yourself to let your ideas and your imagination “flow” in order to be able to think of any possible outcome and its potentials.
3. **Hypothesizes:** Do you have any ideas about the main causes for this problem? What triggers or activates this problem? What could be possible solutions for this problem? Please try to formulate ideas, theories, hypotheses about the problem and possible solutions.
4. **State of the field:** What do you already know about what other researchers have found out about your topic? Where and in which way could you check and find out more about the state of the field? Which scientific books, articles, handouts, movies, radio programs, conferences, further educational programs or websites do you already know of that are somehow connected to your research topic? Which ones would you like to work through in addition?
5. **Methods (including pre-tests):** Which psychological methods do you already know that you could use (e.g.: experiments, expert interviews, questionnaires)? Do you have any experience with the use of such methods?
6. **Title:** What is currently the draft of a title or possible title for your research project? Allow yourself to dream about it, and make sure which phrasing creates a certain resonance within yourself. This is about trusting your own intuition and creativity, enjoying and knowing that everything is changeable and develops furthermore over time in form of regular adjustments at the end of each semester.
7. **Schedule:** Milestones – set yourself milestones in order to structure you research. When would you like to reach what exactly? What are the needed steps from your point of view?
8. **Short summary** (abstract): How can you summarize the key facts very briefly within a maximum of 15 lines?

**There are more details about research proposals in psychological textbooks and in the internet. For the application of admittance in our study program the above 8 points in about 5 pages are sufficient.**

**Please send your Research Proposal for review with your CV to the UCN International School of Psychology: [campus.berlin@ucn.edu.ni](mailto:campus.berlin@ucn.edu.ni)**

**The website with more info: [www.ucn.edu.ni/posgrados/international-school-of-psychology](http://www.ucn.edu.ni/posgrados/international-school-of-psychology)**

**The application form: [www.in-ici.net/ucn-req.php](http://www.in-ici.net/ucn-req.php)**